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ABSTRACT

The goal of an articulated secondary/postsecondary tech prep project was to develop a model curriculum to prepare students to enter a postsecondary program leading to an associate of applied science degree. Continuing study at a four-year university would also be an option. Six schools participated as tech prep sites. Each site formed a team consisting of a guidance counselor and one of each of the following instructors: English, math, science, industrial, and business. Each team attended inservice training to help modify curriculum and teaching approaches that address the tech prep concept and developed a plan for the integration of curriculum. Course sequences were developed for 23 program areas. Three new articulation agreements were established, making a total of six. A mentoring committee was established to develop a plan for the mentoring program. (The nine-page report is accompanied by these appendixes: tech prep agreements; inservice workshop evaluations; samples of integrated curricula and team plans; sample of course sequences; list of mentoring committee members and agenda of the first meeting; two brochures to market tech prep to students, parents, community groups, and the public; results of an evaluation of the six sites; and newspaper articles.) (YLB)

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ED 362 749

TECH PREP FOR CENTRAL ILLINOIS

Project Staff

Administrative:

Doris R. Kling, Ph.D
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Donna J. Luallen

Funding Agreement:
JMAA260

Funding Source:

Carl D. Perkins
Vocational and
Applied Technology
Education Act

$100,000

ILLINOIS STATE BOARD OF EDUCATION

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State Superintendent

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

Innovation and
Performance
Management

June 1992

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FINAL REPORT ABSTRACT

Official Project Title:	Tech Prep for Central Illinois
Department of Adult, Vocational and Technical Education Funding Agreement Number:	JMAA260
Project Director:	Dr. Doris Kling
Funded Agency:	Illinois Central College
Location of Funded Agency:	East Peoria, IL 61635
Time Period Covered:	July 1, 1991 - June 30, 1992

Goals of the Project and its Relevancy to Vocational Education:

The primary goal of this articulated secondary/postsecondary Tech Prep project is to develop a model curriculum that will prepare students to enter a postsecondary program leading to an Associate of Applied Science Degree with the option of continuing study at a 4-year university. The Tech Prep curriculum is intended to better prepare students for the work force and higher education. The occupational areas in which a curriculum is being established are information processing, manufacturing/CAD, automotive, agriculture, electronics, and health.

Major Accomplishments of the Project:

Six schools participated as Tech Prep sites. Each site formed a team consisting of a guidance counselor, an English, math, science, industrial, and business instructor. Each team attended in-services to help modify curriculum and teaching approaches to better address the Tech Prep concept. Each team developed a plan to follow for the integration of curriculum. Course sequences were developed for 23 program areas. Three new articulation agreements were established making a total of six. A mentoring committee has been established and is developing a plan for the mentoring program. The mentoring program will include the use of the Tech Prep Advisory Council, Tazewell County Advisory Council and P.E.R.F.E.C.T. Advisory Council.

Eleven additional schools will be Tech Prep sites in FY93. A total of 17 Tech Prep sites are planned for FY93. Five other schools are expected to become Tech Prep sites by FY94. A major accomplishment is the enormous commitment of these schools and the attitude changes of the current six sites.

Products Delivered:

Two copies of the quarterly reports and ten copies of the final report were delivered to Sandy Mercer, Contract Administrator.

Two Tech Prep brochures and a folder were developed beginning in January 1992. These items were developed from grant funds and disseminated to instructors, parents, school boards, administrators, counselors and students.

NARRATIVE

Major Accomplishments

The primary goal of this articulated secondary/postsecondary Tech Prep project was to develop a model curriculum that would prepare students to enter a postsecondary program leading to an Associate of Applied Science Degree with the option of continuing study at a 4-year university. The Tech Prep curriculum is intended to better prepare students for the work force and higher education. Along with better preparing students an emphasis was placed on the modification of curriculum and teaching strategies used by the instructors.

Eight objectives were established for FY92. These objectives include the following:

1. Implement articulated programs beginning in high school and continuing through two or four years of college with multiple exit and re-entry options.
2. Continue to involve local business and industry in the Tech Prep program.
3. Provide staff development for secondary and postsecondary administrators, counselors and faculty.
4. Implement and integrate academic and vocational and technical instruction with a "hands-on" approach in selected sites.
5. Provide an alternative for selected students in the general curriculum to better enable them to gain employment and decrease the drop-out rate.
6. Involve special populations including women, minorities and at-risk students in the Tech Prep program.
7. Begin a Comprehensive Career Guidance Program in the elementary schools to inform students, parents, community groups and the general public about Tech Prep.

8. Maintain articulation agreements between the Community College and the three Education for Employment Systems and continue to work on agreements for manufacturing.

During FY92, the Tech Prep for Central Illinois project made great strides in solidifying the Tech Prep concept in the six sites directly involved. Due to the progress of these six sites, eleven new sites made a formal commitment to Tech Prep by signing the Tech Prep Agreement and forming Tech Prep teams consisting of a guidance counselor, an English, math, science, industrial and business instructor. A copy of these agreements are in Appendix A.

The first major activity was to conduct inservice programs for each of the six sites to begin the process of changing attitudes, modifying curriculum and learning new approaches to teaching. Inservice topics included motivation (presented by Bill Gooch and John Washburn), Learning Styles, Content Reading, Cooperative Learning, Integration Across Disciplines, and Applied Academics. Evaluations were conducted on each of these programs. Evaluations are in Appendix B. Each of the six teams including the eleven new sites were encouraged to attend the Connections '92 Conference. Approximately 80 instructors and administrators from this project were involved.

Throughout the year each team held individual team meetings to begin the development of an integrated curriculum. The Tech Prep sites are utilizing the Applied Communications, Applied Math,and Principles of Technology and plan to add Applied Biology/Chemistry to the Tech Prep curriculum. Individual instructors will decide whether to use these modules as a stand alone curriculum or as supplemental material. A standard curriculum has not been established. These sites have adapted the Tech Prep concept to fit their own needs at their individual schools. Samples of the integrated curricula and team plans have been included in Appendix C.

Two of the Applied Math instructors conducted research to evaluate the usefulness of the Applied Math modules. Marva Craft from East Peoria High School used the Applied Math as a stand alone class in one of the pre-algebra courses. She then used the traditional coursework for two other pre-algebra courses. At the end of the semester each class was tested with the same exam. This comparison revealed that the students taking the pre-algebra course taught with the Applied Math materials did much better than those that were taught the course in the traditional manner. This data is located in Appendix D.

Next year the Applied Math I will be used across the curriculum for pre-algebra and the Applied Math II will be piloted in the algebra class. The materials will probably be used across the curriculum the following year.

Another math instructor, Tina Boston of Deer-Creek Mackinaw High School, was attempting to teach the Applied Math modules to students who should not have been in the Applied math class. To Tina's surprise, she found that the students were more interested in math through the applied approach. She also believes that these students did much better than they would have if placed in the traditional math setting. Next year Tina will have approximately 38 students using the Applied Math.

Tentative course sequences had been developed in FY91 for information processing and manufacturing/CAD. Using these course sequences as a starting point, course sequences were developed in twenty-one other program areas. These sequences were researched for accuracy, relevancy and effectiveness through the help of Illinois Central College's (ICC) Department Chairmen and faculty and counselors of the Student Service Committee's. These course sequences include a 9th through 12th grade program for high school, recommended courses for the technical areas throughout high school, admission requirements for ICC, the ICC coursework required for each program and a flowchart showing where a student may be able to transfer when finished with his/her Associate of Applied Science Degree. A sample of these course sequences is in Appendix E.

Articulation is an important aspect of Tech Prep. Through articulation agreements it is possible to eliminate unnecessary or remedial coursework from a students field of study. Six articulation agreements now exist between the community college and the three Education for Employment Systems. These agreements are in accounting, shorthand, typing, architectural drafting, mechanical drafting, and engine power technology. Agreements being looked into are welding, numerical control, machine trades, electronics, small engines, and agriculture. Data has been collected to record the applicants for the equivalency credit in accounting, shorthand and typing. This data is in Appendix F.

The advisory council has been meeting quarterly at Illinois Central College. Members of the committee have been actively participating and volunteering to be on panel discussions and to help with a marketing plan. The advisory council has also been involved with the development of a mentoring committee. A mentoring committee was formed in May of 1992 to begin the development of guidelines for a mentoring program between the participating Tech Prep sites and business and industry. A list of the mentoring committee and the agenda of the first meeting are included in Appendix G.

Two brochures were developed to market Tech Prep to students (including minorities, women and special populations), parents, coummunity groups and the general public. These brochures were disseminated to students, area high school and community college instructors, administrators and counselors, school board members and board of control representatives. Tech Prep was advertised by the community college in the newspaper, in the fall course schedule and the course catalog. One thousand of the brochures from the first year project were distributed throughout the systems. Three thousand of the two new brochures have been distributed throughout the three Education for Employment systems. These brochures are in Appendix H.

Presentations were given to all 29 high schools involved with the three Education for Employment systems. These presentations usually included a video, packet of material on Tech Prep, and discussion of Tech Prep. Discussions varied depending on which stage the school had reached (awareness, planning, implementation). Presentations were also conducted for local school boards, boards of control, professional organizations such as AMBUCS, Rotary, Chamber of Commerce, etc.

Evaluation and Impact

An evaluation of the Tech Prep project was conducted. Each of the six Tech Prep sites, including administrators and the Illinois Central College Tech Prep team, participated in the evaluation. The evaluation has been used to help decide the direction these six sites should take in the next year and to help improve the Tech Prep program for the 11 new sites for FY93. Results of this evaluation are located in Appendix I.

A major impact of Tech Prep has been the enormous support that has been achieved by the six participating sites. Along with this is the commitment by the administration to come on board as a Tech Prep site in FY93. There will be 11 new sites for FY93. This reinforces how important the Tech Prep concept has become to these individual schools.

Representatives of the Tech Prep sites have been involved with presentations around the state this year. Susan Goodale, Bob Prout, and Larry Williams of IVC have made numerous presentations on the integrated curriculum developed. Vicki Little of Illini Bluffs, JoAnne Westerman of East Peoria, Rob Houchin of Deer-Creek Mackinaw, Ivan Jern of Metamora, and

Connie Webwter of Elmwood have also given presentations about their successes to the advisory council and administrators.

Resource Listing

The following equipment and materials were purchased for the three Education for Employment systems. The systems then distributed the material to the various high schools within their repective systems.

Equipment

TAZEWELL CO./AREA EDUCATION FOR EMPLOYMENT:

5 Model 386-SX VGA- 14" Color Monitor 40 Meg Hard Drive - 3-1/2 - 5-1/4 Drives	$6785.00
1 Logitech Scan man 256 Scanner	250.00
1 Network File Server per specifications	4898.53
1 Panasonic #1624 Printer	445.00
2 Mouse	78.00
1 Printer Box	29.00
1 Hewlett-Packard LaserJet II	811.75
Total	$13,297.28

$12000.00 was paid through Tech Prep funds the remainder was paid through the EFE system.

PEORIA EDUCATIONAL REGION FOR EMPLOYMENT AND CAREER TRAINING:

8-286-12 CPU, 40 Mb HD, 1 Mb RAM, VGA color Mouse, Drdos 5.0, Geoworks	$5936.00
21 lease/purchase macintosh computers which are IBM compatible and will run IBM software	$6000.00
1 Switch Box	64.00
Paid from Tech Prep funds. Total	$12,000.00

CENTRAL ILLINOIS VOCATIONAL EDUCATION CO-OP:

3 Clincher 386SX-25 Systems	$3765.00
6 Epson LQ 570 Printers	1485.00
10 IIT 387SX-26 Co-Processor	750.00
Paid from Tech Prep funds. Total	$6,000.00

Resource Materials

ICC

39 Special School District-Content Reading Materials for Inservice	$1170.00
38 IL Tech Prep Planning Strategies Handbook	191.50
NCRVE Subscription-Change Agent	15.00
75 Tech Prep Folders	64.88
205 Tech Prep Lapel Pins	366.60
3 Tech Prep Mugs	9.81
3000 Tech Prep Brochures	807.31

	$2,625.10

TAZEWELL CO./AREA EDUCATION FOR EMPLOYMENT:

60 CORD Student Resource Books	322.16
Complete set of Applied Math Modules and Principles of Technology	414.49
Complete set of Applied Communications modules--4 instructor guides & 30 student	1263.35
3 Complete sets of Applied Math Modules Instructors guides & students	2747.94

	$4,747.94

CENTRAL ILLINOIS VOCATIONAL EDUCATION CO-OP:

20 Calculators	260.00
14 Easy Cad 2--Version 2.72	721.00
20 Driver Diskette and template diskette	384.50
The Print Shop Disk and Graphics	157.58
Microsoft Works/DOS	850.00

	$2,373.08

PEORIA EDUCATIONAL REGION FOR EMPLOYMENT AND CAREER TRAINING:

14 Color Overheads	70.00
Complete Set of Principles of Technology Videos, Modules, Instructors Guides and Student Handbooks	798.00
Applied Biology/Chemistry Videos and Modules	391.90
Applied Math Modules and Videos	519.13
Black & Decker Screwdriver	33.92
Word Works (2)	99.45
Managing Study Time-IBM	86.90
Physics Lab Materials	828.94
Scientific Calculators	89.82
Math Skills IBM	191.16

PERFECT Cont.

Word Perfect	118.00
Applied Math Resource Lab Materials	65.08
Chemistry at Work Videodisc	559.98
Micropace-Timed Writing Program	362.80
Applied Biology Modules	160.86
Calculators--2 Teacher Kits, 5 single calculators, 1 overhead	427.00
	$4,802.94

TOTAL RESOURCE MATERIALS FOR EFE SYSTEMS $11,923.96.

HUMAN RESOURCES

Below is a listing of individuals who contributed to the Tech Prep project.

Coordinator:

Donna Luallen, Tech Prep Coordinator, Illinois Central College.

Paid Consultants:

Bill Gooch, Southern Illinois University
John Washburn, Southern Illinois University
Carol Burgess, University of Minnesota
Jule Scarborough, Northern Illinois University
Perry Soldwedel, Pekin School District
Nancy Powell, Bloomington High School
Mike Virlee, University High School
Dixie Burrell, Shelbyville High School
Les Alexander, Retired Industrial Instructor

Unpaid Consultants:

Tech Prep Board Members:
Dr. Doris Kling, Dean, Career Education Division, Illinois Central College

Steve Graham, System Director, Tazewell County/Area Education for Employment Regional Delivery System

Ivan Jern, System Director, Central Illinois Vocational Education Co-op

Helene Peterson, System Director, Peoria Education Region for Employment and Career Training

Grant Writers:
Dr. Karl Taylor, Director of College Development, Illinois Central College

Miriam Kennell, Grant Researcher, Illinois Central College

Sandy Mercer, Contract Administrator, ISBE/DAVTE

Advisory Council:
The Advisory Council has worked close with the project. Many members have presented at various functions for the project.

Secondary and Postsecondary Instructors and Staff:
The instructors and staff have contributed to this project by participating with the inservices, developing an integrated curriculum, and helping with the course sequences.

Conclusions and Recommendations

The Education for Employment systems and Illinois Central College should continue to work closely together in developing articulation agreements.

Illinois Central College should look at the applied academics and consider accepting these as fulfilling prerequisite requirements.

The Tech Prep teams should continue to work together and continue to develop and expand their Tech Prep programs within each individual school.

Illinois Central College should revise course sequences and articulation agreements each year if changes are needed.

In conclusion, FY92 has been a very successful year for all involved. All participants have learned a great deal from this experience and implementing a new concept as Tech Prep. We look forward to continuing the Tech Prep project in FY93.

Publicity

Various articles that appeared in the local newspapers have been included in Appendix J.

Project Title: Tech Prep for Central Illinois

Funding Agreement Number: JMAA260

Name of Person Completing Addendums: Donna Luallen

Please provide the most accurate information available for the following in order for the Illinois State Board of Education staff to collect statewide data.

1.) Number of secondary sites involved: 29

(List each secondary site.)

Deer Creek-Mackinaw H.S.
Delavan High School
East Peoria High School
Illini Bluffs Community H.S.
Limestone High School
Midwest Central H.S.
Morton H.S.
Pekin H.S.
Tremont H.S.
Washington H.S.
Brimfield H.S.
Dunlap H.S.
Elmwood H.S.
IVC H.S.
Peoria Heights H.S.
Manual H.S.
Peoria H.S.
Richwoods H.S.
Woodruff H.S.
Princeville H.S.
El Paso H.S.
Eureka H.S.
Metamora H.S.
Mid-County H.S.
Sparland H.S.
Henry-Senachwine H.S.
Lowpoint-Washburn H.S.
Minonk-Dana-Rutland HS
Roanoke-Benson H.S.

2. Number of post-secondary sites involved: 1

(List each post-secondary site.)

Illinois Central College

3. Estimated number of **instructors** involved on an **awareness** level:

secondary 62
academic 36
technical 26

post-secondary ____
technical ____
academic ____

4.) Estimated number of **instructors** involved in **implementation**:

secondary 84
academic 39
technical 45

post-secondary 14
technical 11
academic 3

5.) Estimated number of **counselors** involved on an **awareness** level:

secondary 12
post secondary ____

6. Estimated number of **counselors** involved in **implementation**:

secondary 17
post secondary 1

7. Estimated number of **administrators** involved on an **awareness** level:

secondary 33 post secondary 7

8. Estimated number of **students** enrolled in **Tech Prep** courses:

secondary 80 post secondary

9. Number of **secondary staff** participating in a **VIP type** of private sector experience:

academic technical 34 (summer 1992)

10. Number of **post secondary staff** participating in a **VIP type** of private sector experience:

academic technical 4 (summer 1991)
1 (summer 1992)

11. Number of sites using **Applied Math curricula** either as a stand-alone course or infused in another course:

number of sites 17 number of courses per site 1-4

12. Number of sites using **Applied Communication curricula** either as a stand-alone course or enfused in another course:

number of sites 17 number of courses per site 1-2

13. Number of sites using **Principles of Technology**:

number of sites 5 number of courses per site 1

14. Number of sites using **Applied Biology/Chemistry**:

number of sites 11 number of courses per site 1

15. Number of instructors participating in indepth applied curricula inservice (designed to prepare them to teach the materials. not awareness) 80 estimated

16. Number of private sector representatives who are involved in Tech Prep 14

List specific types of private sector involvement and activities:
Manufacturing, agriculture, business, health
Panels Mentoring Committee
Advisory Council Tours

17. Is **work based learning** currently available to students? X Yes No
Internships through Illinois Central College
Cooperative Education through secondary schools

If yes, indicate the number of students involved in each type. (definitions attached)
Unknown

____Extended Campus
____Corporate Campus
____Internship
____Cooperative Vocational Education
____Supervised Agricultural
____Experience Placement
____Apprenticeship
____Career Practicum

18. Has **Tech Prep student selection criteria** been identified? ____Yes ____No

If yes, please attach a list of criteria.
Selection criteria is in the development stage at the secondary level.
Illinois Central College uses the admission requirements for specific programs.

19. Have plans for remediation of students **not** meeting selection criteria been developed?

____Yes ____No

If yes, please attach a brief description of the plan if possible.

Illinois Central College has remedial courses available for students not meeting the specific admission requirements.

APPENDIX A

ILLINOIS CENTRAL COLLEGE

One College Drive
East Peoria, Illinois 61635

RECEIVED
APR 0 2 1992
Ans'd............

TECH-PREP AGREEMENT

The Peoria Heights Unit 325 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Roger [illegible] 3-27-91
Superintendent Date

Thomas E. [illegible] 27 March 1992
Principal Date

[illegible] April 1, 1992
Board of Control Representative Date

* **Participates as necessary.**
** **Contingent upon funding level.**

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Peoria District 150 - Manual High School School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:
   - 1 certified math instructor
   - 1 certified science instructor (biology, chemistry or physics)
   - 1 certified English instructor
   - 1-2 vocational instructors (Discipline depends upon program areas targeted)
   - * 1 guidance counselor
2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent — Date: April 7, 1992

Principal — Date: 7 April 1992

Board of Control Representative — Date

*** Participates as necessary.**
**** Contingent upon funding level.**

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS
CENTRAL
COLLEGE

One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Brimfield Unit 309 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Bill Hunter Ed.D.
Superintendent

3/26/92
Date

Bill Hunter Ed.D.
Principal

3/26/92
Date

* Mary Ann Kayiers)
Board of Control Representative

3/26/92
Date

* **Participates as necessary.**
** **Contingent upon funding level.**

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Dunlap Unit 323 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent 4-3-92
Date

Principal 4/2/92
Date

Charles F. Cuber
Board of Control Representative April 2, 1992
Date

* **Participates as necessary.**
** **Contingent upon funding level.**

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS CENTRAL COLLEGE

One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The WASHINGTON COMMUNITY HIGH #308 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Lee Edwards
Superintendent

3-30-92
Date

Joe Kerr
Board of Control Representative

3/30/92
Date

* Participates as necessary.
** Contingent upon funding level.

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

(309) 694-5011 • Fax (309) 694-5450 • TDD only (309) 694-5700
An Equal Opportunity / Affirmative Action Institution

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The LIMESTONE COMMUNITY HIGH School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent — Date: MARCH 17, 1992

Kent J. Negley
Board of Control Representative — Date: MARCH 17, 1992

* **Participates as necessary.**
** **Contingent upon funding level.**

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Delavan Community Unit School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:
   - 1 certified math instructor
   - 1 certified science instructor (biology, chemistry or physics)
   - 1 certified English instructor
   - 1-2 vocational instructors (Discipline depends upon program areas targeted)
   - * 1 guidance counselor
2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent — Date: 3/27/92

Board of Control Representative — Date: March 27, 1992

* Participates as necessary.
** Contingent upon funding level.

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

(309) 694-5011 • Fax (309) 694-5450 • TDD only (309) 694-5700
An Equal Opportunity / Affirmative Action Institution

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Midwest Central Community Unit #191 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:
    - 1 certified math instructor
    - 1 certified science instructor (biology, chemistry or physics)
    - 1 certified English instructor
    - 1-2 vocational instructors (Discipline depends upon program areas targeted)
    - * 1 guidance counselor
2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

D. Michael Resin
Superintendent

3/27/92
Date

Kathryn A. Cihlar
Board of Control Representative

3-27-92
Date

* Participates as necessary.
** Contingent upon funding level.

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

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ILLINOIS
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COLLEGE

One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Morton District #709 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

    1 certified math instructor
    1 certified science instructor
        (biology, chemistry or physics)
    1 certified English instructor
    1-2 vocational instructors
        (Discipline depends upon program areas targeted)
    * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Norman E. Dunfling
Superintendent

3/27/92
Date

Wm E. Seidel Jr
Board of Control Representative

3/23/92
Date

* Participates as necessary.
** Contingent upon funding level.

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

ILLINOIS CENTRAL COLLEGE

One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Eureka District Unit 140 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

    1 certified math instructor
    1 certified science instructor
        (biology, chemistry or physics)
    1 certified English instructor
    1-2 vocational instructors
        (Discipline depends upon program areas targeted)
    * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent — Date: 3-30.92

Board of Control Representative — Date: 4-3/92

* Participates as necessary.
** Contingent upon funding level.

[redacted]

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ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

TECH-PREP AGREEMENT

The Mid-County Unit #4 School District agrees to the following criteria in order to be a Tech-Prep site for the 1992-93 school year:

1. Identify a team of:

   1 certified math instructor
   1 certified science instructor
   (biology, chemistry or physics)
   1 certified English instructor
   1-2 vocational instructors
   (Discipline depends upon program areas targeted)
   * 1 guidance counselor

2. to meet on a monthly basis to continue the further development of Tech-Prep programs.

** 3. June 9-10, 1992 Pre-Conference and/or June 11-12, 1992 Connections Conference at the Hilton in Springfield. Expenses paid.--Optional

4. 1-2 day Orientation Tech-Prep Conference in August, 1992.--Required

** 5. One day per month maximum release time--substitutes paid.--Required

6. Commitment to implement a Tech-Prep curriculum which articulates with the community college.

Said District also understands that if they discontinue teaching recommended Tech-Prep curricula, they will return to the region all resource materials and equipment purchased with Tech-Prep money.

Superintendent — Date: 23 March 92

Leland D Marshall
Board of Control Representative — Date: 3/23/92

* Participates as necessary.
** Contingent upon funding level.

RETURN TO SYSTEM DIRECTOR BY MARCH 27, 1992

APPENDIX B

WORKSHOP EVALUATION

Speakers
Dixie Burrell
Les Alexander
Nancy Powell
Mike Virlee

WORKSHOP APPLIED ACADEMICS

LOCATION ICC

REGION ____________________

DATE 2-5-92

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent				Poor	
1. FORMAT	5	4	3	2	1	AVG 4.4
Comments ____________________						
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	4.3
Comments ____________________						
3. INTEREST	5	4	3	2	1	4.71
Comments ____________________						
4. USEFULNESS OF MATERIALS	5	4	3	2	1	4.31
Comments ____________________						
5. PRACTICAL INFORMATION	5	4	3	2	1	4.31
Comments ____________________						
6. OVERALL WORKSHOP RATING	5	4	3	2	1	4.5
Comments ____________________						

Additional comments regarding this workshop

COMMENTS ON NEXT SHEET.

TECH PREP

Good!

Sorry we're not meeting again.

I saw Dixie Burrell in Bloomington

I enjoyed all presentations.

It was great to meet with our other peers at other schools.

In-service idea: Have someone come in and teach us how to write grants.
Nancy Bullard--Washington H.S.

Good speakers--relevant.

Good food and drink.

Sharing with English teachers.--Good

Great lunch selections.

Maybe we should have been separated by interest and discipline.

It's great to hear what enthusiastic teachers are doing.

Having the students help present the Principles of Technology labs was great!

WORKSHOP EVALUATION

WORKSHOP COOPERATIVE LEARNING--Perry Soldwedel

LOCATION Ramada Inn

REGION ____________________

DATE December 11, 1991

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent				Poor	
						AVG.
1. FORMAT	5	4	3	2	1	
Comments ____________________						4.35
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	
Comments ____________________						4.35
3. INTEREST	5	4	3	2	1	
Comments ____________________						4.46
4. USEFULNESS OF MATERIALS	5	4	3	2	1	
Comments ____________________						4.5
5. PRACTICAL INFORMATION	5	4	3	2	1	
Comments ____________________						4.31
6. OVERALL WORKSHOP RATING	5	4	3	2	1	
Comments ____________________						4.46

Additional comments regarding this workshop

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TECH PREP

I've done in-depth activities in cooperative learning.
Need more small group work.
Please! Setup a workshop where we can work towards accomplishing our
Tech Prep goal

I'm not sold on cooperative learning especially in my area. It's good to get together in common-subject groups and share ideas, concepts, and strategies. Perry Soldwedel does know the material and did a good job in presenting.

Materials usefull. I am going to use them in class.

A lot of good ideas.

Handled very well. Organized. Finally we're given specific things to do. Getting into area groups in the middle was good.

I enjoyed it!

I like the food at ICC better.

Very good.

Very Applicable.

A different afternoon speaker might be a good idea for other workshops.

Most practical, useful one yet. Each one needs to have time to work in subject area. Also, time to come back and work in school teams.

Sessions getting better.

I couldn't see the screen. It would have been helpful to also have some handouts filled in.

SUPER!

WORKSHOP EVALUATION

WORKSHOP INTEGRATION ACROSS THE DISCIPLINES
JULE DEE SCARBOROUGH--NIU
LOCATION ILLINOIS CENTRAL COLLEGE

REGION ______

DATE NOVEMBER 20, 1991

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent				Poor	
1. FORMAT	5	4	3	2	1	AVG.
Comments ______						3.9
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	
Comments ______						3.81
3. INTEREST	5	4	3	2	1	
Comments ______						4.27
4. USEFULNESS OF MATERIALS	5	4	3	2	1	
Comments ______						4.18
5. PRACTICAL INFORMATION	5	4	3	2	1	
Comments ______						4.05
6. OVERALL WORKSHOP RATING	5	4	3	2	1	
Comments ______						4.0

Additional comments regarding this workshop
Comments on separate sheet.

TECH PREP

COMMENTS

Good Speaker.
Good food. More soda
Presentation excellent!!
Materials excellent!!
Raised a lot of questions--are we really integrating.
Handouts were helpful, since overheads were hard to read.

I liked the activity in which the teams had to come to consensus on mission, beliefs, etc.
More time devoted to the actual "nuts and bolts" of the integration project Jule was involved in.
The teachers wanted "operational" issues addressed, not group dynamics.

Integration example from IVC was very helpful--great!!

Peer review information was interesting.
It would be more beneficial to present fewer ideas and spend more time on those, rather than rush through so many ideas.

Some sessions too long.

Very good Format.
Excellent participation.
Exchange of ideas was excellent.
Dr. Scarborough kept our attention!!

I think Dr. Scarborough was excellent.

Need more breaks, coffee, tea, soda, different menu.

Breaks need to be scheduled better.
Overheads need to have larger print, very difficult to read.
Have breaks on time.--Teachers are not used to sitting for such long periods of time. Pushing on when a break is needed doesn't do anyone any good. People start tuning out.
Change menu. Food is good, but a change would be nice.

The break times were short--felt needed one a little earlier.
Overwhelming material at times.

Less discussion on morning topics--we kept beating a dead horse. We needed a morning break at 10. I hate listening to people talk who like to hear themselves talk. The meat of the workshops should begin in the mornings. The team stuff should have been one hour not all morning.

More breaks.

Really enjoyed Dr. Scarborough. She gave us instruments that can be utilized.

More examples of what other schools have done.

The problem is that I just have not taken anything out of my life. New projects and things to do just keep piling up. I feel overwhelmed.

Too much information and too little time. We need time to interact with the other teachers. Answer questions that we have. We need experts here without a format to deal with our problems.

Trying to present a weeks worth of material in one day dilutes the effectiveness of the presentation. We need to focus on one issue or problem common to all teams like scheduling.

Participation was better in the morning.

Scheduling is beyond our control and limited by school size and number of faculty.

Held our attention in the morning. Until we get common plan time, it's all theory.

Didn't go far enough with morning portion. After mission statement, would have liked to have additional group time to identify an "action plan" to address goals and mission in the morning while still on topic.

Would have been nice to have had mission workshop earlier in the year.

The a.m. was better. More involvement.

More communication between team members. Need page numbers on handouts Sharing and discussing the charts we made was the most beneficial part.

Felt that we were beyond the point of discussion--redundant.

The morning session was interesting, afternoon sessions dragged. Could have spent time working with my group.

Excellent presenter.

WORKSHOP EVALUATION

WORKSHOP CONTENT READING

LOCATION ILLINOIS CENTRAL COLLEGE

REGION ____________

DATE OCTOBER 9, 1991

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent				Poor	
1. FORMAT	5	4	3	2	1	AVG
Comments ____________						3.79
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	
Comments ____________						4.03
3. INTEREST	5	4	3	2	1	
Comments ____________						4.07
4. USEFULNESS OF MATERIALS	5	4	3	2	1	
Comments ____________						4.17
5. PRACTICAL INFORMATION	5	4	3	2	1	
Comments ____________						4.11
6. OVERALL WORKSHOP RATING	5	4	3	2	1	
Comments ____________						4.02

Additional comments regarding this workshop
Comments on next page

TECH PREP

Learned much that I didn't know.
Would be a good in-service for the entire school district.
Boring. Lack attention getters.
Excellent speaker.
Excellent food.
Too much material-not enough time.
Too many surveys.
We needed more discussion time.
How will ICC work with high schools?
We needed spoons at the coffee table this morning.
Having tables was wonderful.
I was very comfortable because I could take notes easily and use notebooks.
First really good one in a long time.
We did more than in Cooperative Learning.
I was really distracted by all the extra "chatter" in the room. I felt this greatly reduced the effectiveness of the workshop.
Needed to read manuals ahead of time for best effect.
If the workshop is going to be in a lecture format, sessions should be conducted in a lecture room. Tables foster table-talk. I plead guilty.
Less time could be devoted to all the surveys.
Very interesting speaker--She did a good job of getting everyone involved.
DYNAMIC INSTRUCTOR--Kept things on track.
I found this workshop quite informative.
However, I do have some concern about the relevancy this has to tech prep in particular--especially to those teaching at the community college level.
I would have liked some time to meet with the I.C.C. team to begin to define specific tech prep recommendations and action plans.
Also, I am not quite sure how our I.C.C. team fits in to the larger scheme of things, and what I can personally do to contribute.

Too many surveys.

It is frustrating being exposed to the "how" of being a "Tech Prep" teacher before the educational paths of the student is accepted by school/area/state. It seems to me that time needs to be spent developing the curriculum between high school-business or high school-ICC-business.

I realize that some testing is occurring in Tazewell Co. If a test has been selected that measures entry-level skills for both work and post-secondary education that all participating schools and ICC should be utilizing these tests.

I think that we have all agreed that the major thrust of Tech Prep is to help high school graduates avoid remediation in either college or work. Have we defined and communicated what these entry-level skills are for each area? Has ICC provided the high schools with enough information on math, English, and science so that they can competently develop their own curricula which will dovetail into ICC'S programs?

Teachers can then say "This is what I am doing now. I understand what the Tech Prep student's skills need to be upon graduation. These are some of the tools by which I can educate my students to the acceptable levels."

WORKSHOP EVALUATION

WORKSHOP TECH PREP IN-SERVICE

LOCATION ILLINOIS CENTRAL COLLEGE

REGION

DATE SEPTEMBER 11, 1991

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent 5	4	3	2	Poor 1	AVG.
1. FORMAT	5	4	3	2	1	
Comments						4
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	
Comments Not always positive.						4.21
3. INTEREST	5	4	3	2	1	
Comments						4
4. USEFULNESS OF MATERIALS	5	4	3	2	1	
Comments Have copy of overheads of speakers available.						3.96
5. PRACTICAL INFORMATION	5	4	3	2	1	
Comments						4
6. OVERALL WORKSHOP RATING	5	4	3	2	1	
Comments						4

Additional comments regarding this workshop

Especially helpful when we broke into groups.

Because I am an English instructor who enjoys this type of learning, I found it both interesting and rewarding. It gave me a boost and worked like a "rubber stamp" on what I've been implementing.

Was more practical when group discussion ensued.

Additional comments on next page.

TECH PREP

Cooperative learning works!!!
Good job Helene.
The room was too crowded.
We needed more time to meet as a team and to meet within disciplines.
Room was not suited to its use.
Acoustics were terrible!
Still confused, but feel like we're making headway.
Did not like room.
Acoustics were bad.
See the value of cooperative learning, but am still somewhat intimidated by it.
I feel I need more knowledge and instruction before I implement it.
Good lunch.
Good refreshments.
Change the room.
Too much noise.
Got locked in and out.
Please move the room location.
I enjoyed it!

WORKSHOP EVALUATION

WORKSHOP TECH PREP

LOCATION ILLINOIS CENTRAL COLLEGE

REGION ____________

DATE AUGUST 14-15, 1991

Please rate on a scale of 1-5 the effectiveness of this workshop in each of the following areas:

	Excellent				Poor	
1. FORMAT	5	4	3	2	1	AVG. 3.9
Comments ____________						
2. PARTICIPANT INVOLVEMENT	5	4	3	2	1	3.84
Comments ____________						
3. INTEREST	5	4	3	2	1	4.16
Comments ____________						
4. USEFULNESS OF MATERIALS	5	4	3	2	1	
Comments ____________						3.5
5. PRACTICAL INFORMATION	5	4	3	2	1	
Comments ____________						3.56
6. OVERALL WORKSHOP RATING	5	4	3	2	1	
Comments ____________						3.72

Additional comments regarding this workshop

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Comments on next page

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TECH PREP

For an additional conference--could we have a "brainstorming" session with other schools so we could learn what others are doing. This exchange of ideas would be great.

More background material would be helpful. What classroom materials are available and where do we get them.

Needed more time for questions from participants.

This was very well organized and well presented. The format and content unfortunately did not allow for the open forum discussion that many of us needed. The teachers have scores of questions. Discussions by groups would be very valuable. I would be very interested in hearing how the other English teachers plan to use the materials. I would very much like to meet with the ICC English department in regard to entry tests and expectations.

Working together regularly excellent idea.

Extremely interested--a very necessary step.

Good exchange of ideas and problems.

My understanding of tech prep is much clearer.

Too much space to truly interact.

Too few answers.

Seemed filled with frustration; only enthusiastic were our State Prep people; need document to work from so that we can adequately discuss problems.

I found it very informative; change is a difficult thing to achieve. There aren't any answers at this time, but we have to start somewhere.

Too general--needed more specifics about what we're doing this year.

Needed more direction for our team as well as time to break up within disciplines to discuss teaching strategies with other teachers that teach the same subject.

Well organized--speakers very motivating

Presenters--Jorja , Helene, Steve, Ivan--need a pat on the back. Job well done.

Needed hands on material in subject areas.

Tech Prep teams in content areas need to be set up to determine what and how we will implement tech prep in our current curriculum.

Organization of program was very good.

More discussion time was needed-less presentation.

Dr. Gooch was very interesting.

Very informative from many standpoints.

Very worthwhile.

Business/Industry Practicum was very interesting and informative.

A list of schools now involved in tech prep would be useful. Schools could communicate easier, possibly pool resources. List should have courses, instructor's names, etc.

McDonalds does teach our youths some skills necessary for success in life. We have at times belittled their value in educating youth in the world of work.

8:30 to 5 was too long a day for teachers who have been on vacation.

First day was long. Needed a break after Dr. Gooch.

Enjoyed all of the speakers. Especially Dr. Gooch.

Future workshop--Have Supt. Leininger come to speak.

The meeting room was too cold--I don't like cold air blowing directly on me.

Could we please start these things on time: I could/should have slept later.

The 1st day was too repetitive--a half hour of substance repeated over and over and over and....It doesn't matter how good the speakers are, by the time you've heard the same thing 6 times, well, you get the idea.

This the start of year two. Instead of giving us year 1's objectives we should have been given year 2's on the 1st day of the meeting. I felt that the state did not have it's act together.

Instead of grouping us together by school, it would have made a heck of a lot more sense if we had sat and worked together in subject matter/program groups.

Sitting too long in one place.

I was looking for more imput from those who have used the modules to answer questions.

First day until 5 was too long--except I don't know what I would have eliminated--all--especially afternoon--were excellent.

CORD training--Pedrotti.

More people from business and industry.

Well planned and organized-varied info.

A suggestion: Bring in academic teachers who demonstrate how they have taught applied math, science, and communications in their classrooms.

Bring in the chem-physics teachers from the Connections 1991 workshop.

I would like to know more of the specifics of how biology will be integrated into this program. I have spent 4 days listening to tech prep promotion, history, funding etc., but little specific application, testing, course content. Dr. Gooch's presentation was valuable and inspirational. Much of this info was repeated at Jumer's.

No time to discuss or learn with hands on.

Without seeing materials not useful.

Thursday--Great discussion -- stop!! Then you read state goals that you've already given--Not necessary! We Can Read--We need feedback from other. Your message about state goals was not important!

We don't need a long lunch--Teachers eat in 20 min.

You shut off discussion to show information already printed-- We can read, we can't discuss alone.

APPENDIX C

ILLINOIS VALLEY CENTRAL HIGH SCHOOL

TECH PREP INTEGRATED CURRICULUM

FIRST SEMESTER - 1992-93

MATH-SCIENCE-INDUSTRIAL ARTS

BUSINESS-ENGLISH

TECH PREP TEAM

Ralph Scott	Industrial Arts
Steve Watkins	Industrial Arts
Mike Themas	Science
Bob Prout	Math
Sherri Heth	English
Del Goodale	Business
Pat Bradshaw	Counselor
Susan Goodale	Administrator

MATH - SCIENCE - INDUSTRIAL ARTS

Within each week, units contain subject to be addressed,
points of integration
and common objectives

BUSINESS - ENGLISH

Units have been designed for integration between Professional Writing and Coop Vocational Education

BASIC ALG.	COMM. TECH.	PROD. TECH.	FRSH. SCI.
WEEK I ORDER OF OPERATIONS EXPONENTS FRACTIONS DECIMAL CONVERSIONS DECIMAL COMPARISONS OBJECTIVES	ORTHOGRAPHIC PROJECTION BASIC DRAWING TECHNIQUES MEASUREMENT DECIMAL CONVERSIONS OBJECTIVES	PLANNING A PROJECT PLAN OF PROCEDURE PLANING AND SAVING STOCK MAKING WOOD JOINTS BOARD FEET - VOLUME MEASUREMENT DEFINING OPERATIONS OBJECTIVES	THE NATURE OF SCIENCE DEFINE SCIENTIFIC METH. USING SCIENTIFIC METH. SAFETY WORK ON DRAWING ROOM OBJECTIVES
WEEK II FORMULA EVALUATION OPEN SENTENCES AND EQUATIONS PERIMETER AREA VOLUME OBJECTIVES	ORTHOGRAPHIC PROJECTION DIMENSIONS RADIUS OF ARCS DIAMETER OF CIRCLES DIFFERENCES BETWEEN ARCS AND CIRCLES $R=D/2$ $D=R\times2$ OBJECTIVES	DRILLING AND BORING HOLES CLAMPING AND GLUING WOOD SANDING AND PREPARING FOR FINISH FRACTIONS AND DECIMALS BOARD FEET VOLUME MEASUREMENTS OBJECTIVES	HOW TO IDENTIFY PROBLEMS SOLVE PROBLEMS WORK ON PROBLEM SOLVING SKILLS DRAW A PATTERN OBJECTIVES
WEEK III OPEN SENTENCES AND EQUATIONS NUMBER PROPERTIES DISTRIBUTIVE PROPERTY DEFINING OPERATIONS OBJECTIVES	ORTHOGRAPHIC PROJECTIONS OF ROUND OBJECTS MEASUREMENT DECIMALS OBJECTIVES	WORKING ON INDIVIDUAL PLANS DRAWINGS, BILL OF MATERIALS AND PLAN OF PROCEDURES MEASUREMENTS DECIMALS OBJECTIVES	IDENTIFY CAREERS CLASSIFY INFORMATION DEVELOP AND USE TABLES INTERPRETING DATA DEFINING OPERATIONS EXPERMENTING OBJECTIVES

BEST COPY AVAILABLE

BASIC ALG.	COMM. TECH.	PROD. TECH.	FRSH. SCI.
WEEK IV NUMBER LINES +&- SIGNS OF NUMBERS- INTEGERS, DECIMALS, FRACTIONS OBJECTIVES INTRODUCE INTEGERS AND THE NUMBER LINE. GRAPHING POINTS. + + - OF RATIONAL NUMBERS	ORTHOGRAPHIC PROJECTION START STUDENTS ON COMPUTER DRAWING MEASUREMENT RADIUS OF ARCS DIAMETER OF CIRCLES OBJECTIVES TO GET STUDENT TO PRODUCE A NEAT AND ACCURATE PRODUCTI GIVE STUDENTS A BASIC UNDERSTANDING OF CAD DRAFTING.	SURFACE PREPARATION INDIVIDUAL PROJECTS MEASUREMENT (RULERS) + & - WHOLE NUMBERS, DECIMALS, FRACTIONS OBJECTIVES TO GET STUDENTS TO MEASURE ACCURATELY - HAVE STUDENT UNDERSTAND THE IMPORTANCE OF SURFACE PREPARATION	IMPORTANCE OF HAVING A STANDARD SYSTEM OF MEASUREMENT METRIC PREFIXES OBJECTIVES STUDENTS LEARN WHY WE USE THE METRIC SYSTEM IN SCIENCE CLASS. THEY LEARN BASIC METRIC PREFIXES
WEEK V EQUATION SOLVING (1 STEP) -, +, X \ OF SIGNED NUMBERS- INTEGERS, DECIMALS, FRACTIONS OBJECTIVES SOLVING EQUATIONS BY USING THE +,- PROPERTIES OF EQUALITY AND ADDITIVE INVERSE. X, \ OF RATIONAL NUMBERS	ORTHOGRAPHIC PROJECTION USING LEADERS & NOTES TEST MEASUREMENT COMPUTER DRAFTING MEASUREMENT RADIUS OF ARCS DIAMETER OF CIRCLES OBJECTIVES TO GET STUDENT TO PRODUCE A NEAT AND ACCURATE PRODUCTI GIVE STUDENTS A BASIC UNDERSTANDING OF CAD DRAFTING.	SURFACE PREPARATION INDIVIDUAL PROJECTS MEASUREMENT (RULERS) + & - WHOLE NUMBERS, DECIMALS, FRACTIONS OBJECTIVES TO GET STUDENTS TO MEASURE ACCURATELY - HAVE STUDENT UNDERSTAND THE IMPORTANCE OF SURFACE PREPARATION	ESTIMATION AS A TOOL ACCURACY & PRECISION LAB ON ESTIMATION OBJECTIVES STUDENTS LEARN WHY AND WHEN WE ESTIMATE
WEEK VI EQUATION SOLVING (1 STEP) X, -, LITERAL EQUATIONS SCIENTIFIC NOTATION OBJECTIVES SOLVING EQUATIONS BY USING MULT. INVERSE AND MULT. PROPERTY OF EQUATIONS. WRITE & TRANSLATE NUMBERS INTO SCIENTIFIC NOTATION.	ORTHOGRAPHIC PROJECTIONS COUNTERSINKS & CBORES COMPUTER DRAFTING MEASUREMENT RADIUS OF ARCS DIAMETER OF CIRCLES OBJECTIVES TO GET STUDENT TO PRODUCE A NEAT AND ACCURATE PRODUCT. GIVE STUDENTS A BASIC UNDERSTANDING OF CAD DRAFTING.	SURFACE PREPARATION INDIVIDUAL PROJECTS MEASUREMENT (RULERS) + & - WHOLE NUMBERS, DECIMALS, FRACTIONS OBJECTIVES ACCURATELY - HAVE STUDENT UNDERSTAND THE IMPORTANCE OF SURFACE PREPARATION	DEFINE MASS & WEIGHT SCIENTIFIC NOTATION CHANGING NOTATION MEASUREMENT AND CALCULATIONS OBJECTIVES STUDENTS LEARN WHY WE USE SCIENTIFIC NOTATION IN SCIENCE CLASS. WHAT IS SCIENTIFIC NOTATION. STUDENTS MEASURE MASS AND VOLUME.

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TECH PREP UNITS IN BUSINESS

Unit No ___1_____ September Week 1 to Week 2

Topic of study:

Coop forms (orientation, training plan, training agreement)
Lifestyles, careers, decisions.

Objectives

To understand the role and importance of work as a life long activity.

Learning Objectives

Students will be able to

1. Define the terms CAREER, ESTEEM, IDENTITY, JOB, LIFESTYLE, SELF-REALIZATION, and WORK.
2. Name the five major parts of a person's lifestyle.
3. Name four ways in which the work a person does will have an impact on his or her lifestyle.
4. State the percentage of women expected to make up the labor force by the year 1990.
5. Name and explain the five basic needs of Maslow's Pyramid of Needs.
6. List and understand the seven steps in the decision-making process introduced in this chapter.

Activities to achieve objectives:

Text Chapter 1 (read, lecture, handouts from workbook).
Group- Topic "What Does it Take for a Woman to Succeed in Business?"

Integration with or application to English:

Will integrate during Week 4 when they have a unit on selling themselves.

Materials used:

Text and workbook
VCR tape "Women in Business"

Method of evaluation:

Quiz at end of Chapter 1
Group project on VCR tape.

TECH PREP UNITS IN BUSINESS

Unit No ___2____ September Week 3 to Week 4

Topic of Study:

Starting a New Job
Goals, Values, Interests, Abilities

Objectives:

Chapter 2 Main Goal The main goal of this chapter is to examine personal goals, values, interests, aptitudes, and personality as they relate to a wise career decision.

Learning Objectives

After completing this chapter, your students will be able to

1. Define the terms ABILITY, APTITUDE, DATA, INTERESTS, PERSONALITY, SELF-CONCEPT, and VALUES.
2. Understand and give examples of a value.
3. Give the reason why having many interests is helpful in making a career decision.
4. Name the book that rates jobs in terms of their data-people-things difficulty.
5. State the difference between APTITUDE and ABILITY.
6. List at least five words that psychologists use to describe personalities.
7. Name the six personality types as identified by John Holland.
8. Give the reason why personality tests may be helpful for some people in making a career choice.

Activities to achieve objectives:

Several handouts from workbook - incl. "people, data, things preference," "clerical," "personality checkups," "goals and values checkups."

Integration with or application to English:

By the end of this section, the student should know himself pretty well. In English the student will be making a pamphlet on "selling themselves". These units should give them a solid knowledge of their aptitudes.

Materials used:

VCR tape: "Starting a New Job"
Text Chapter 2

Method of evaluation:

Quiz on Chapter 2
Classroom discussion on Chapter 2 and the tape.

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TECH PREP UNITS IN TECHNICAL WRITING

Unit No ____1___ Week 1 and 2

Topic of study:
Overview of the technical writing process

Objectives

Students shall demonstrate an understanding of the four stages of writing (i.e. planning, drafting, revising, finishing) through the completion of sample exercises.

Activities to achieve objectives:

1. Analyze a professional document to see how the writer answered the planning questions
2. Assign groups to write and revise drafts on selected topics.
3. Revise a sample technical paragraph to reinforce the finishing stage.

Integration with or application to business:

Working towards Week 4 which contains a correlated unit.

Materials used:

General text and exercises

Method of evaluation:

Grading of writing samples and exercises

TECH PREP UNITS IN TECHNICAL WRITING

Unit No ___2___   September Week 3 to Week 4

Topic of study:

Audience and general style

Objectives

1. Students shall be able to analyze their audience's knowledge and role.
2. Students shall be able to evaluate the proper organizational distance of the audience.
3. Students shall demonstrate the ability to write clear sentences and paragraphs, revise for clarity, and organize clearly.

Activities to achieve objectives:

1. Have some groups write a memo directed towards a near audience while other groups direct the same memo to a far audience. Compare and contrast.
2. Have students write a three-fold pamphlet to " sell themselves", concentrating on clarity and organization.

Integration with or application to business:

The personal pamphlet will be prepared based on information gathered in past weeks in co-op.

Materials used:

General text

Method of evaluation:

Evaluate writing in pamphlet, checking for audience identification, clarity, and organization.

TECH PREP IMPLEMENTATION PROPOSAL
ELMWOOD HIGH SCHOOL
JANUARY 1992

Math — Applied Math I — 1991-92
Applied Math II — 1992 - 93

Science — Applied Biology/Chemistry — Use these materials in the Biology I class beginning 92-93
Principles of Technology — Use these materials in Physics — Physics would be open to both Juniors and Seniors beginning 92-93
Biological Science Applications in Ag (Plant Science) (1 Semester) —Proposed for 92-93
Biological Science Applications in Ag (Animal Science) (1 Semester) —Proposed for 92-93 if the materials are available
Physical Science Applications in Ag (Under consideration for 92-93) (1 or 2 Semesters depending on the development of the material)

English — Applied Communications (English III) (1 Semester) — To be integrated into the English III classes in 92-93

GENERAL TECH PREP CURRICULUM

Math — EHS requires 3 years

- Applied Math I
- Applied Math II
- Algebra II, Geometry, or Advanced Business Math

Science — EHS requires 3 years

- Biology I (Supplemented with Applied Biology/Chemistry)
- Physical Science or Chemistry
- Choice of one year:
  - Applied Physics (Supplemented with Principles of Technology)
  - Biology II
  - Chemistry
  - Biological Science Applications in Ag (Plant Science)—Proposed for 92-93 (Semester)
  - Physical Science Applications in Ag (Under consideration) (1 Semester)
  - Earth Science

English — EHS requires 4 years

- English I
- English II
- Applied Communications (English III) (1 semester)
- English III (1 semester)
- English IV

RECRUITMENT AND IDENTIFICATION OF TECH PREP STUDENTS

A. Identification of the Tech Prep student:

1. Tech Prep would be promoted to students in the middle two quartiles but would not exclude the lower quartile student who was an achiever.

2. The Tech Prep student would have to pass Applied Math I and be enrolled in Applied Math II to be eligible for the Applied Physics/Principles of Technology class. We do not want the Tech Prep program to have the stigma of being a program for the underachiever.

B. Recruitment of students:

1. Promoted to eighth graders at orientation and by a written brochure explaining the benefits of Tech Prep.

2. Special recognition of Tech Prep students at graduation or the equivalent.

3. The suggestion was made that students might be attracted to the Tech Prep program if they could have a special Tech Prep Coop program where students would Coop in the Business and Manufacturing fields receiving credit toward graduation for their experience. We will investigate this as a possiblity for the future but it is not ready to implement at this time.

4. The possibility of special field trips for Tech Prep students will be explored by the Tech Prep team as a future incentive for recruitment of Tech Prep students.

5. For future registrations -- Recommended course sequences for various Tech Prep careers

INFORMATION SYSTEMS - ELMWOOD HIGH SCHOOL COURSE SEQUENCE

UBJECT	9th	10th	11th	12th
ENGLISH	ENGLISH I	ENGLISH	ENGLISH III/ APPLIED COMMUNICATIONS	ENGLISH IV
MATH	APPLIED MATH I ALGEBRA I EQUIVALENT	APPLIED MATH II	GEOMETRY *	ALGEBRA II* **
SCIENCE	BIOLOGY/ APPLIED BIOLOGY	PHYSICAL SCIENCE	*** EARTH SCIENCE BIOLOGY II CHEMISTRY BIOLOGICAL APPLICATION IN AG/PLANT SCIENCE (1 Sem)	
OTHER	HEALTH ED/ P.E.	DRIVER ED P.E.	P.E.	P.E.
	9th/10th		11th/12th	
TECHNICAL EMPHASIS	KEYBOARDING/ FORMATING/ COMPUTER APPLICATION I & II	KEYBOARDING/ FORMATING/ COMPUTER APPLICATION I & II	ACCOUNTING ADVANCED BUSINESS MATH KEYBOARDING/FORMATING COMPUTER APPLICATION III & IV	ACCOUNTING ADVANCED BUSINESS MATH

* Advanced Business Math could be taken in place of Geometry or Algebra II
** Recommended for students enrolling in Data Processing at ICC
*** The student could elect one of these to meet the EHS science requirement

EAST PEORIA

BUSINESS/ENGLISH INTEGRATION

Six Weeks	Business English	Office Occupations
1	*Improving the Quality of Communication Improving Reading & Proofreading Improving Vocabulary & Spelling *Gathering & Using Info. in the Workplace	Your Job as a Co-op Student *Starting a New Job The Office & Its Place in the Organization *Participating in Groups Employees at Work in Offices *Communicating with Co-workers *Communicating with Supervisors Proofreading (Spelling, Abbreviations)
2	Psychology of Communicating *Communicating in the Workplace Qualities of Effective Letters *Presenting Your Point of View Writing with Variety in Word Choice Grammar Review (Verbs, Plural Nouns)	Communication Skills in the Office *Communicating with Clients & Customers *Communicating to Solve Interpersonal Conflict Interacting with Others Proofreading (Formatting Letters, etc.)
3	Writing with Polish Planning Letters Everyday Letters Persuasive Request Letters *Making & Responding to Requests Bad News Letters Grammar Review (Possessives, Pronouns)	Overview of Information Processing Word/Text Processing: How Documents Are Processed Data Processing: Common Applications Proofreading (Subject/Verb Agreement, Pronouns)
4	Claim & Adjustment Letters Credit & Collection Letters Sales Letters Public Relations Letters Social-business Letters Memos Grammar Review (Adjectives, Adverbs, Prepositions, Conjunctions)	Activities Management *Evaluating Performance Understanding Taxes Proofreading (Sentences, Capitalization)
5	Reports (Formal & Informal) *Using Problem-Solving Strategies Minutes Improving Listening *Following & Giving Directions Punctuation Review	Processing the Mail Banking Customer Simulation Proofreading (Punctuation)
6	Communicating Orally Communicating for Employment Capitalization, Abbreviation, Number Usage Review	Telecommunications Advancing in Your Career *Upgrading, Retraining, Changing Jobs

*Denotes Applied Communication Module

NOTE: In Office Occ., emphasis 1st sem. is on Communication Skills; emphasis 2nd sem. is on Math Skills (see attached Business/Math Integration sheet)

MATH SKILLS IN INFORMATION PROCESSING CURRICULUM

Skill	Business Class	Math Class
Convert inches to lines/spaces (Multiplication)	Keyboarding 1-2/	Gen Studies
Figure margins/starting lines (Add/subtract/divide)	Keyboarding 3-4	Prac Math
Read letter placement tables (Charts)		Pre Alg
Figure invoice extensions/totals	Keyboarding 3-4	Prac Math
Verify data in catalog		Pre Alg
Use numeric keypad		
Write simple formulas (linear equations)	Computer Concepts/	Prac Math
Use order of algebraic operations	Advanced Computers	Pre Alg
Percents, decimals, estimations, averages		Alg
Tax tables (charts)	Office Occupations	Gen Studies
Interest tables (charts)		Prac Math
Reconcile bank statements		Pre Alg
Keep check registers		

EAST PEORIA HIGH SCHOOL
PRE-ALGEBRA GRADE COMPARISON
FIRST SEMESTER

Hours:	2 (applied)	4	7
95	1		1
94			
93		1	
92			
91	1	2	
90			
89	1	1	1
88			
87	1		2
86	1		
85		1	
84			1
83			
82	3	1	
81			
80		1	1
79			
78		1	
77	1		
76		2	1
75	1	2	
74			
73		1	
72		2	
71		2	3
70			
69			4
68	1		
67		1	1
66			
65			1
64		1	1
63			
62		1	1
61			
60			1
59			
58		1	1
57			
56			
55			2
54			
53			
52			
51			2
50		3	
45		2	
42	1		
40		1	1
34		1	
MEAN	80	68	69
MEDIAN	82	72	69
MODE	82	50	69

APPENDIX E

TECH PREP

Associate of Applied Science Degree

MANUFACTURING TECHNOLOGY

Admission Requirements to Illinois Central College Program

- Send high school transcripts and ACT scores to the Admissions Office.
- Send college transcripts to the Admissions Office or make an appointment with the Testing Office for a math and reading test.
- High school Algebra I, Geometry, and Algebra II.

HIGH SCHOOL PROGRAM

This program incorporates the following courses: **DRAFT**

English
- English I
- English II
- English III
- English IV

*Applied Communications is incorporated throughout the English sequence

Math
- Applied Math I
- Applied Math II > Algebra I Equivalent
- Geometry
- Algebra II

Science
- Applied Biology/Chemistry
- Applied Physics – Principles of Technology

Recommended Technical Emphasis 9th/10th grade
- Manufacturing Technologies
- Mechanical Drawing I/II
- Introduction to Drafting/CAD
- Metals Technology

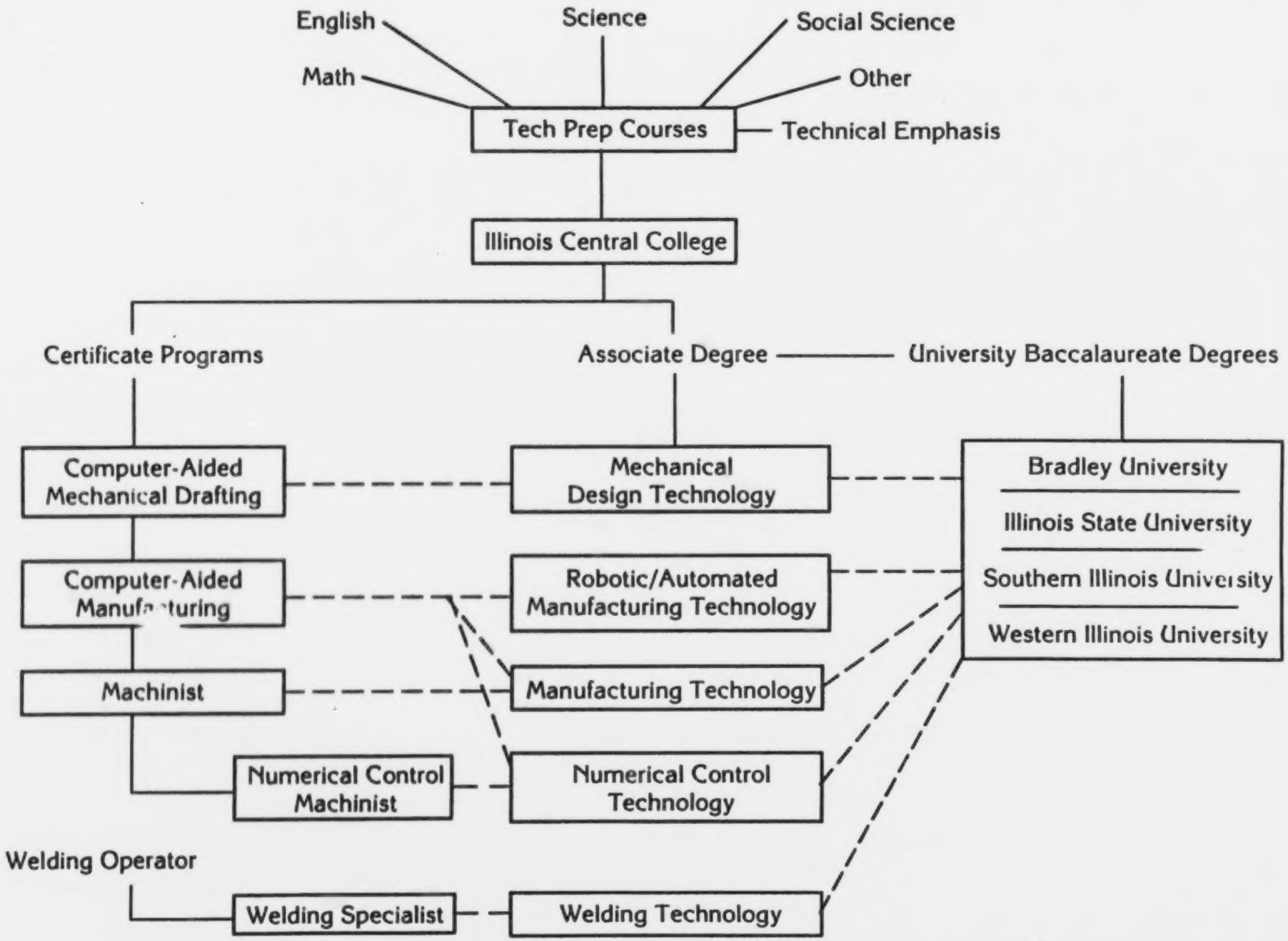
Recommended Technical Emphasis 11th/12th grade
- Manufacturing I/II
- Drafting/CAD I
- Manufacturing III/IV
- Drafting/CAD II

ILLINOIS CENTRAL COLLEGE

	SECONDARY				ILLINOIS CENTRAL COLLEGE		
SUBJECT/GRADE	9th	10th	11th	12th	13th	Summer Session	14th
English	English (Applied Communications incorporated throughout total sequence)	English	English	English	ENGL 105 or 110 (3 hrs.)	SPCH 110 or 113 (3 hrs.)	GENTK 201 (3 hrs.)
Math	Math (Algebra I equivalent)	Math	Math	Math	GENTK 134 (5 hrs.) GENTK 137 (3 hrs.)		
Science	Science	Science			GENTK 112 (4 hrs.)		GENTK 113 (4 hrs.)
Social Science		Social Science Elective	U.S. History	Government/ Consumer Ed.	Social Science (3 hrs.)		Social Science (3 hrs.)
Physical Education	Health/P.E.	Drivers Ed./P.E.	P.E.	P.E.			
Electives							
Technical Emphasis	Industrial Area	Industrial Area	Industrial Area	Industrial Area	MECTK 111 (3 hrs.) MECTK 115 (2 hrs.) MECTK 138 (3 hrs.) MECTK 238 (3 hrs.) WLDTR 119 (2 hrs.)	ROBOT 110 (1 hr.) NCTK 110 (1 hr.)	MECTK 121 (3 hrs.) MECTK 204 (4 hrs.) MECTK 226 (3 hrs.) MECTK 231 (3 hrs.) MECTK 232 (3 hrs.) MECTK 234 (4 hrs.) MECTK 240 (3 hrs.)
Totals					31 hours		33 hours

Refer to the ICC Catalog for course descriptions.

MANUFACTURING



English

Math

Science

Social Science

Other

Tech Prep Courses

Technical Emphasis

Illinois Central College

Certificate Programs

Associate Degree

University Baccalaureate Degrees

Computer-Aided Mechanical Drafting

Computer-Aided Manufacturing

Machinist

Numerical Control Machinist

Welding Operator

Welding Specialist

Mechanical Design Technology

Robotic/Automated Manufacturing Technology

Manufacturing Technology

Numerical Control Technology

Welding Technology

Bradley University

Illinois State University

Southern Illinois University

Western Illinois University

DRAFT

TECH PREP

Associate of Applied Science Degree

DATA PROCESSING TECHNOLOGY

Admission Requirements to Illinois Central College Program

- High school diploma or equivalent
- One year of high school Algebra
- ACT or Basic Skills Test Score

ILLINOIS CENTRAL COLLEGE

HIGH SCHOOL PROGRAM
This program incorporates the following courses:

English
- English I
- English II
- English III
- English IV

*Applied Communications is incorporated throughout the English sequence

Math
- Applied Math I
- Applied Math II > Algebra I Equivalent
- Geometry
- Algebra II

Science
- Applied Biology/Chemistry

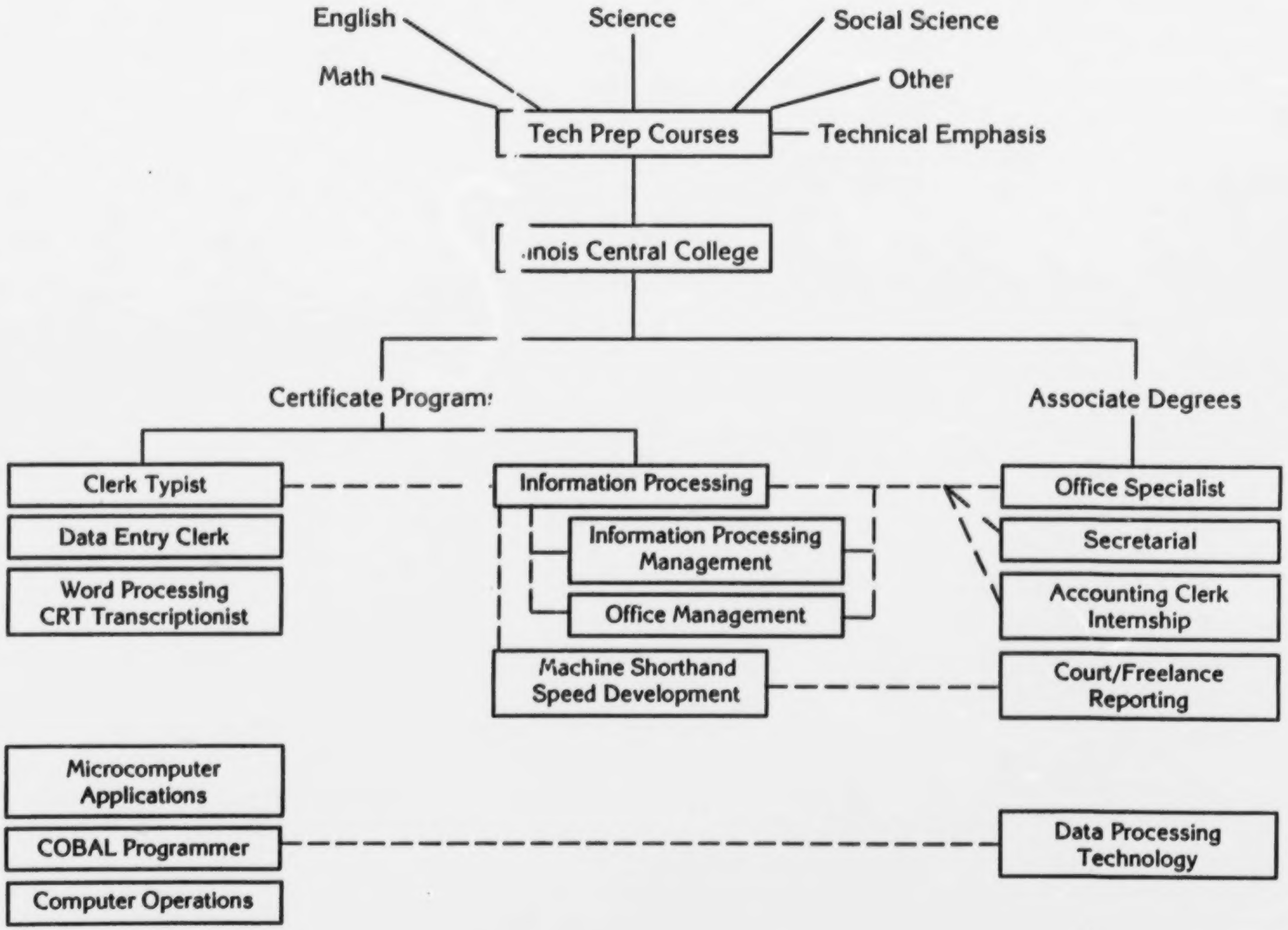
Recommended Technical Emphasis
- Introduction to Business
- Keyboarding I/II
- Computer Applications
- Information Processing
- Accounting I/II

Recommended Electives
- Word Processing
- Computer Programming
- Cooperative Education

	SECONDARY				ILLINOIS CENTRAL COLLEGE		
SUBJECT/GRADE	**9th**	**10th**	**11th**	**12th**	**13th**	**Summer Session**	**14th**
English	English (Applied Communications incorporated throughout total sequence)	English	English	English	ENGL (3 hrs.) SPCH (3 hrs.)		
Math	Math (Algebra I equivalent)	Math	Math	Math	MATH 113 (3 hrs.) DATPR 123 (3 hrs.)		
Science	Science	Science					
Social Science		Social Science Elective	U.S. History	Government/ Consumer Ed.			Social Science (3 hrs.)
Physical Education	Health/P.E.	Drivers Ed./P.E	P.E.	P.E.			
Electives							Humanities (3 hrs.)
Technical Emphasis	Business Area	Business Area	Business Area	Business Area	ACCTG 110 (3 hrs.) ACCTG 111 (3 hrs.) DATPR 115 (3 hrs.) DATPR 118 (3 hrs.) DATPR 119 (3 hrs.) DATPR 120 (3 hrs.) DATPR 229 (1 hr.)		BUS 110 (3 hrs.) DATPR 215 (3 hrs.) or 230 (3 hrs.) DATPR 216 (3 hrs.) DATPR 218 (3 hrs.) DATPR 219 (3 hrs.) DATPR 261 (3 hrs.) or DATPR elective ECON 105 (3 hrs.) or 110 (3 hrs.) Approved electives (6 hrs.)
Totals					31 hours		33 hours

Refer to the ICC Catalog of course descriptions.

INFORMATION SYSTEMS



English

Science

Social Science

Math

Other

Tech Prep Courses

Technical Emphasis

inois Central College

Certificate Programs

Associate Degrees

Clerk Typist

Data Entry Clerk

Word Processing
CRT Transcriptionist

Information Processing

Information Processing
Management

Office Management

Machine Shorthand
Speed Development

Office Specialist

Secretarial

Accounting Clerk
Internship

Court/Freelance
Reporting

Microcomputer
Applications

COBAL Programmer

Computer Operations

Data Processing
Technology

If you would like to transfer to a senior university, please contact your departmental advisor.

TECH PREP

Associate of Applied Science Degree

RESPIRATORY THERAPIST

Admission Requirements to ICC Program

- High school diploma or equivalent
- Rank in upper half of high school graduation class
- ACT score of 18 or above if tested before October 28, 1989 or ACT score of 20 if tested after October 28, 1989
- One year high school algebra and chemistry with a grade of a C or better
- At least a C average in courses taken at other colleges
- In the case of students not initially admissible to the program: at least a C in chemistry and algebra at ICC, if not taken in high school; a course in reading and study skills; at least a C in 18 or more credit hours of approved courses taken at ICC
- Verification of satisfactory health

DRAFT

HIGH SCHOOL PROGRAM
This program incorporates the following courses:

English
- English I
- English II
- English III
- English IV

*Applied Communications is incorporated throughout the English sequence

Math
- Applied Math I
- Applied Math II

> Algebra I Equivalent

- Geometry

Science
- Applied Biology/Chemistry
- Chemistry

Recommended Technical Emphasis
- Intro to Health Occupations
- Health Occupations
- Medical Terminology

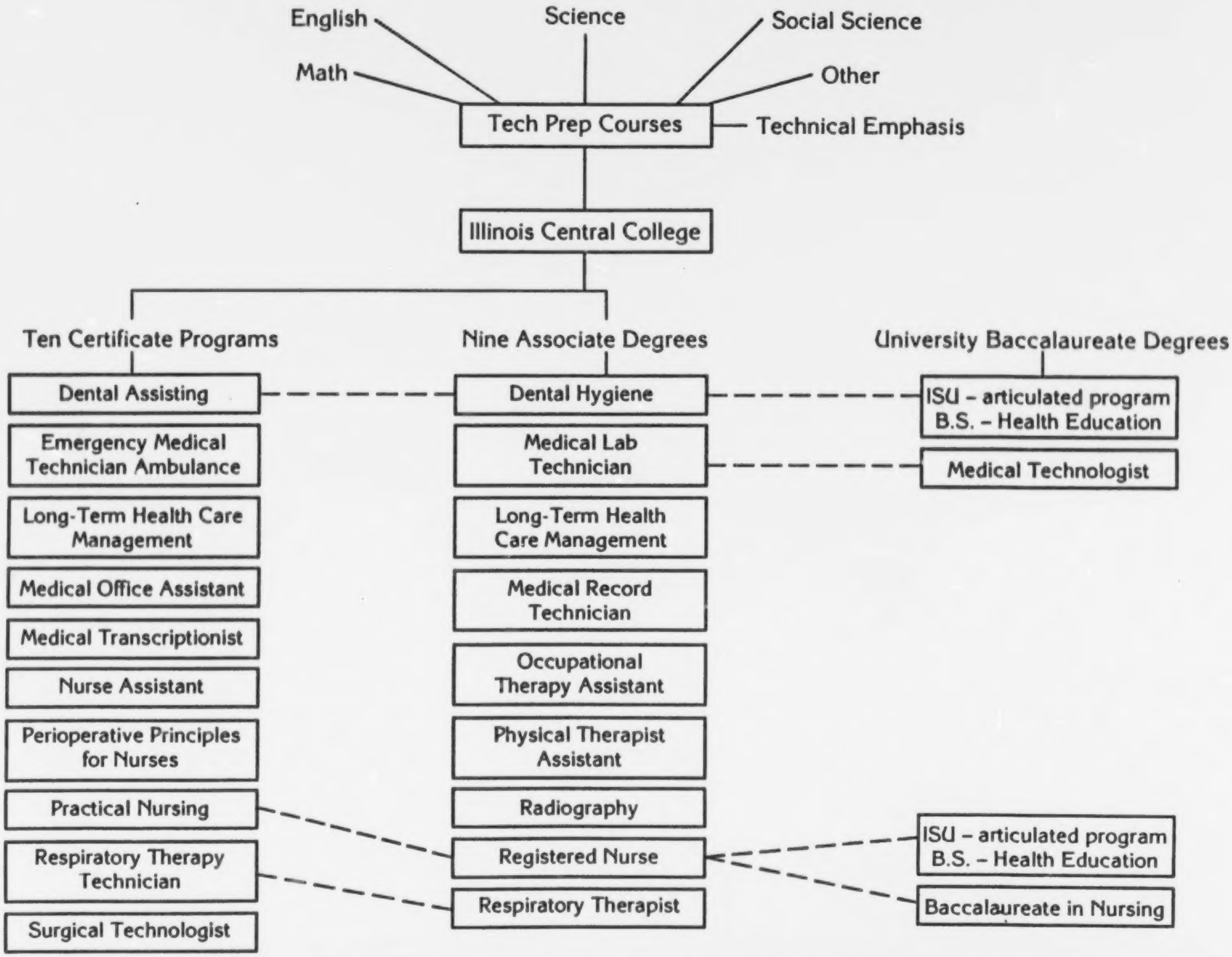
Recommended Electives
- Computer Applications
- First Aid
- Cooperative Education

ILLINOIS CENTRAL COLLEGE

	SECONDARY				ILLINOIS CENTRAL COLLEGE		
SUBJECT/GRADE	**9th**	**10th**	**11th**	**12th**	**13th**	**Summer Session**	**14th**
English	English (Applied Communications incorporated throughout total sequence)	English	English	English	ENGL 105 or 110 (3 hrs.)		ENGL 111 or SPCH 110 (3 hrs.)
Math	Math (Algebra I equivalent)	Math	Math				
Science	Science	Science			BIOL 145 (4 hrs.) BIOL 146 (4 hrs.)		BIOL 210 (4 hrs.)
Social Science		Social Science Elective	U.S. History	Government/ Consumer Ed.		PSY 110 (3 hrs.)	SOC 110 (3 hrs.)
Physical Education	Health/P.E.	Drivers Ed./P.E.	P.E.	P.E.			
Electives							Humanities (3 hrs.)
Technical Emphasis	Health Occupations Area	Health Occupations Area	Health Occupations Area	Health Occupations Area	RESP 110 (1 hr.) RESP 112 (4 hrs.) RESP 115 (3 hrs.) RESP 121 (5 hrs.) RESP 122 (2 hrs.) RESP 123 (2 hrs.) RESP 125 (3 hrs.) RESP 127 (2 hrs.)	RESP 205 (1 hr.)	RESP 210 (5 hrs.) RESP 215 (2 hrs.) RESP 220 (3 hrs.) RESP 231 (5 hrs.) RESP 235 (5 hrs.)
Totals					33 hours	4 hours	33 hours

Refer to the ICC Catalog for course descriptions.

HEALTH OCCUPATIONS



English

Math

Science

Social Science

Other

Technical Emphasis

Tech Prep Courses

Illinois Central College

Ten Certificate Programs

- Dental Assisting
- Emergency Medical Technician Ambulance
- Long-Term Health Care Management
- Medical Office Assistant
- Medical Transcriptionist
- Nurse Assistant
- Perioperative Principles for Nurses
- Practical Nursing
- Respiratory Therapy Technician
- Surgical Technologist

Nine Associate Degrees

- Dental Hygiene
- Medical Lab Technician
- Long-Term Health Care Management
- Medical Record Technician
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiography
- Registered Nurse
- Respiratory Therapist

University Baccalaureate Degrees

- ISU – articulated program B.S. – Health Education
- Medical Technologist
- ISU – articulated program B.S. – Health Education
- Baccalaureate in Nursing

DRAFT

TECH PREP

Associate of Applied Science Degree

ELECTRONICS TECHNOLOGY

Admission Requirements to Illinois Central College Program

- High school diploma or equivalent
- ACT score needed
- Take the Basic Skills Test

HIGH SCHOOL PROGRAM
This program incorporates the following courses:

English
- English I
- English II
- English III
- English IV

*Applied Communications is incorporated throughout the English sequence

Math
- Applied Math I
- Applied Math II

> Algebra I Equivalent

- Geometry
- Algebra II

Science
- Applied Biology/Chemistry
- Applied Physics – Principles of Technology

Recommended Technical Emphasis
- Electricity
- Electronics
- CAD
- Cooperative Education

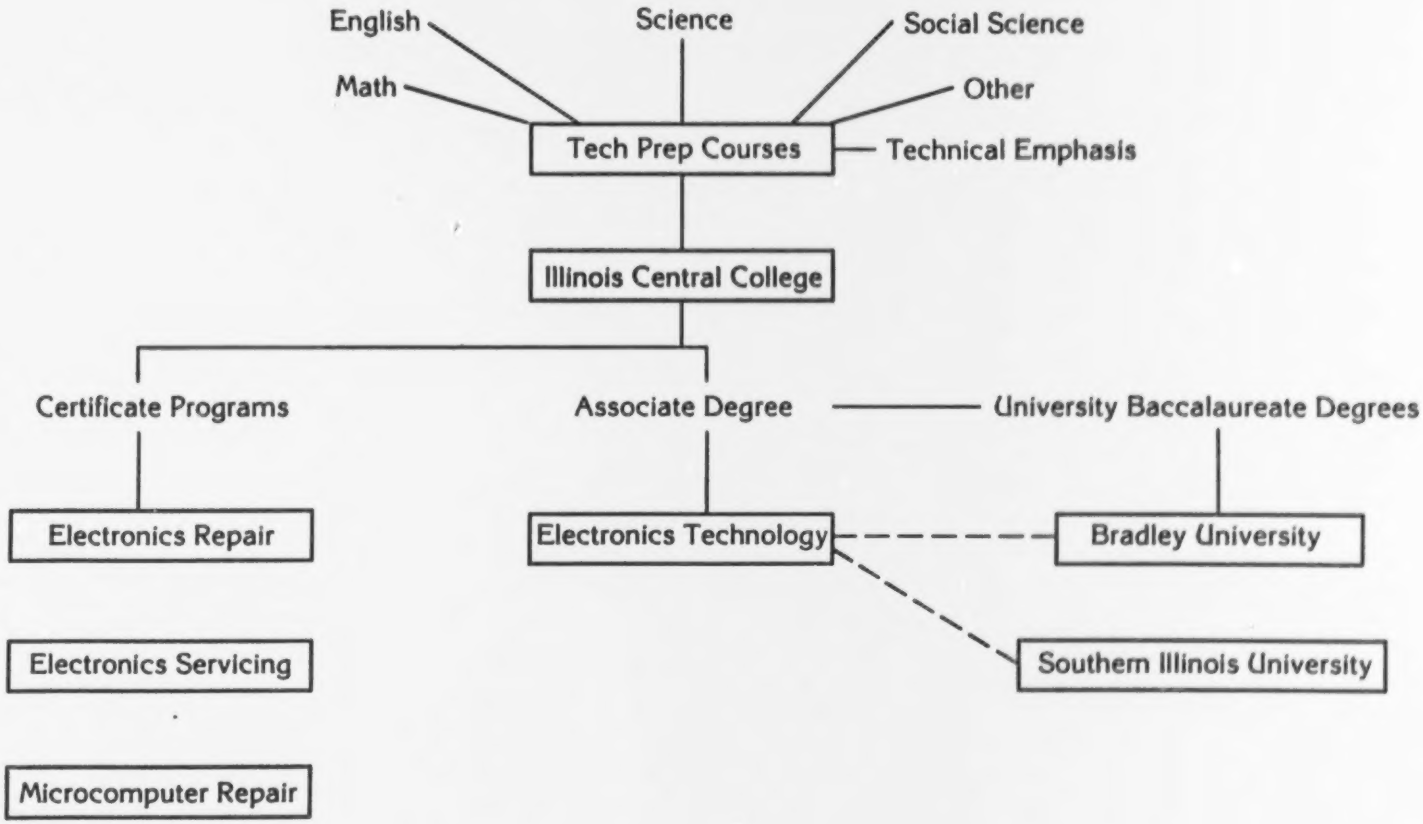
Recommended Electives
- Drafting
- Robotics
- Orientation to Industrial Education
- Energy Technology
- Power Technology
- Communication Technology
- Production Technology

ILLINOIS CENTRAL COLLEGE

	SECONDARY				ILLINOIS CENTRAL COLLEGE		
SUBJECT/GRADE	**9th**	**10th**	**11th**	**12th**	**13th**	**Summer Session**	**14th**
English	English (Applied Communications incorporated throughout total sequence)	English	English	English	ENGL 110 (3 hrs.) GENTK 201 (3 hrs.)		
Math	Math (Algebra I equivalent)	Math	Math	Math	ELCTK 135 (5 hrs.) ELCTK 136 (5 hrs.)		
Science	Science	Science					GENTK 112 (4 hrs.)
Social Science		Social Science Elective	U.S. History	Government/ Consumer Ed.			Social Science (6 hrs.)
Physical Education	Health/P.E.	Drivers Ed./P.E	P.E.	P.E.			
Electives							Humanities (3 hrs.)
Technical Emphasis	Industrial Area	Industrial Area	Industrial Area	Industrial Area	ELCTK 110 (1 hr.) ELCTK 140 (4 hrs.) ELCTK 141 (4 hrs.) ELCTK 144 (4 hrs.) ELCTK 145 (4 hrs.)	ELCTK112 (2 hrs.)	ELCTK 220 (4 hr.) ELCTK 230 (4 hrs.) ELCTK 245 (4 hrs.) ELCTK 255 (3 hrs.) Electives (6 hrs.)
Totals					33 hours	2 hours	34 hours

Refer to the ICC Catalog for course descriptions.

ELECTRONICS TECHNOLOGY



English

Science

Social Science

Math

Other

Tech Prep Courses

Technical Emphasis

Illinois Central College

Certificate Programs

Associate Degree

University Baccalaureate Degrees

Electronics Repair

Electronics Technology

Bradley University

Southern Illinois University

Electronics Servicing

Microcomputer Repair

APPENDIX F

EQUIVALENCY CREDIT DATA

NAME	SCHOOL	SS#	EQUIVALENCY CREDIT	DATE REQUESTED	DATE POSTED
Allen, Charity	Illini Bluffs	331-74-9670	OFOCC 120	5/92	
Allen, Charity	Illini Bluffs	331-74-9670	TYPE 120 TYPE 121 TYPE 122	5/92	
Bray, Bernice	Manual	325-64-0904	TYPE 120 TYPE 121 TYPE 122	5/92	
Bray, Bernice	Manual	325-64-0904	OFOCC 120 OFOCC 121	5/92	
Bricker, Barb	IVC	346-78-7514	TYPE 120 TYPE 121 TYPE 122	5/91	
Brown, Fabian	Richwoods	318-62-1088	OFOCC 120	5/91	
Brown, Fabian	Richwoods	318-62-1088	TYPE 120 TYPE 121 TYPE 122	5/91	
Clark, Jill	IVC	328-64-8648	OFOCC 120 OFOCC 121	5/91	
Clark, Jill	IVC	328-64-8648	TYPE 120 TYPE 121 TYPE 122	5/91	
Collins, Kelly	Manual	340-56-7826	TYPE 120 TYPE 121 TYPE 122	5/91	
Crull, Noelle	IVC	324-80-5974	OFOCC 120	5/91	
Crull, Noelle	IVC	324-80-5974	TYPE 120 TYPE 121	4/91	
Crull, Noelle	IVC	324-80-5974	ACCTG 105	5/91	
Frazee, Michelle	Manual	347-74-1251	OFOCC 120 OFOCC 121	5/91	
Giles, Melody	Woodruff	335-82-4052	ACCTG 105	5/92	
Hanley, Bridget	Manual	351-74-8766	ACCTG 105	5/91	

NAME	SCHOOL	SS#	EQUIVALENCY CREDIT	DATE REQUESTED	DATE POSTED
Mize, Angela	IVC	359-76-7876	OFOCC 120	5/91	
Mize, Angela	IVC	359-76-7876	TYPE 120 TYPE 121	5/91	
Payne, Annecia	Manual	323-62-7771	TYPE 120 TYPE 121 TYPE 122	5/91	
Payne, Annecia	Manual	323-62-7771	OFOCC 120 OFOCC 121	5/91	
Rutherford, LaRissa	Richwoods	319-62-1801	OFOCC 120 OFOCC 121	5/91	
Rutherford, LaRissa	Richwoods	319-62-1801	TYPE 120 TYPE 121 TYPE 122	5/91	
Schaufelberger, Keri	Peoria	328-60-2892	OFOCC 120	10/91	
Schaufelberger, Keri	Peoria	328-60-2892	TYPE 120 TYPE 121 TYPE 122	6/92	
Walton, Annette	Manual	354-60-1333	OFOCC 120 OFOCC 121	5/91	
Walton, Annette	Manual	354-60-1333	TYPE 120 TYPE 121 TYPE 122	5/91	

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Phone: 675-1381

Scott Weber
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Morton, IL 61550
Phone: 263-7474

JoAnne Westerman
East Peoria High School
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East Peoria, IL 61611
Phone: 694-8347

MENTORING COMMITTEE MEETING
June 22, 1992

AGENDA

2:00 p.m.--Room TK-9

Purpose of Meeting: Begin the development of a plan for the mentoring program.

I. Pat Poertner--CAT: Will give an overview of the mentoring program used by the Business Academy.

II. Small Group Brainstorming Session

Discussion Topics:

1. Mission or purpose of the mentoring program
2. Measurable objectives for program
3. Who to involve as business/industry representatives Contact person between business/industry and school
4. Should criteria be established for mentors and students? If so, what type of criteria?
5. Should there be an application to participate with the program?
6. Should there be a form developed to help match up a mentor with a student? If so, what type of questions should be included?
7. Should this be a progressive program. Start small by using mentors as classroom speakers then pair off students with mentors later?
8. What is the role of a mentor, student, instructor?
9. Should there be formalized activities?
   --by school
   --by system
   --between mentor and student
10. What type of formalized activities?
11. Should there be a required number of mentor/student contacts per week, month, quarter, semester, year?
12. Evaluation of program.
    --by mentor
    --by student
    --by instructor
13. Other ideas not addressed in these topics.

III. Report from each group. Beginning with mission. Come to consensus.

IV. Schedule second meeting to continue working on plan.

APPENDIX H

LLINOIS STATE BOARD OF EDUCATION
EPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
OCATIONAL EDUCATION PROGRAM IMPROVEMENT SECTION

RODUCT ABSTRACT

1. Title of material Tech Prep For Central Illinois--Discover a Future that Works

2. Date material was completed March 1992

3. Please check those applicable: New material x Revised material ___ Field-tested material ___

4. Originating agency Illinois Central College

Address One College Drive East Peoria, IL Zip Code 61635

5. Name(s) of developer(s) Donna Luallen and ICC's Public Relations Department

Address One College Drive East Peoria, IL Zip Code 61635

6. Developed pursuant to Contract Number JMAA260

. Subject Matter (Check only one according to Dept. of Education Code):

Code
- ___ 01 Agricultural Education
- ___ 03 Bus., Mrktng. & Man. Occup.
- ___ 04 Distributive Education
- ___ 07 Health Occupations Education
- ___ 09 Home Economics Education
- ___ 10 Industrial Technology
- X 16 Technical Education
- ___ 17 Trade & Industrial Educ.
- ___ 22 Cooperative Education
- ___ Career Education
- ___ Other (Specify) ___

8. Education Level

- ___ Pre-K Thru 6
- X Post-Secondary
- X Adm. (Pre Service)
- X 7-8
- X Adult
- X 9-10
- X Tchr. (Inservice)
- X Other (Specify) Counselor
- X 11-12

9. Intended for Use By:

- X Student
- ___ Teacher Ed.
- X Other (Specify) Parents
- X Classroom Teacher
- X Guidance Staff
- X Local Administrator
- X State Personnel

10. Student Type:

- X Regular
- X Limited-English Profic.
- X Disadvantaged
- ___ Other (Specify) ___
- ___ Handicapped

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___ Color

Photos: Yes____ No____

Diagrams: Yes____ No____

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No. of frames____
___ B&W
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___ Audio
___ Carousel provided
___ Other packaging used
(Specify)____________________

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14. What level(s) of assistance is required to provide implementation of this outcome?

_____ awareness
_____ deciding
______ understanding
______ implementing

15. Are Consultive/Inservice (or staff development) available? Yes___ No___

Contact:

Illinois State Board of Education
Department of Adult, Vocational & Technical Education
Vocational Educ. Program Improvement Section, E-426
100 North First Street
Springfield, Illinois 62777-0001
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary.)

To inform students, administrators, teachers, counselors, board members and parents about Tech Prep in Central Illinois. This brochure will be distributed at all types of meetings including open houses and H.S. registration. This brochure explains how a perso can find information about Tech Prep, shows a basic course sequence and map of systems.

17. **Person Completing this Abstract** Donna Luallen

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One College Drive

East Peoria, IL **Zip Code** 61635

PARTICIPATING DISTRICTS

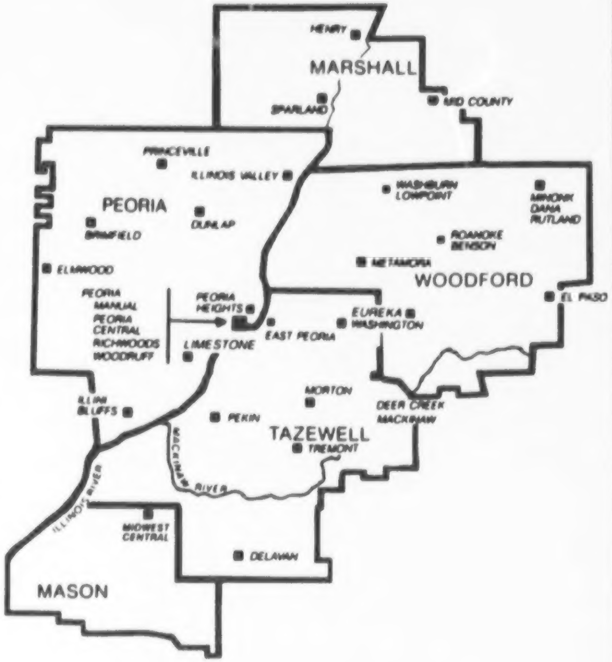
## Illinois Central College

Dr. Doris Kling, Dean, Career Education
(309) 694-5416
Donna J. Luallen, Tech Prep Coordinator
(309) 694-5152

Central Illinois Vocational Education Cooperative (Woodford, Marshall Counties)

Ivan Jern, System Director (309) 367-2783

- El Paso Community Dist. 375
- Eureka Community Dist. 140
- Henry-Senachwine Community Dist. 5
- Lowpoint-Washburn Community Dist. 21
- Metamora Township Dist. 122
- Mid-County Community Dist. 4
- Minonk-Dana-Rutland Community Dist. 108
- Roanoke-Benson Community Dist. 60
- Sparland Community Dist. 3



Peoria Educational Region for Employment and Career Training

Helene Peterson, System Director (309) 693-7373

- Brimfield Community Dist. 309
- Dunlap Community Dist. 323
- Elmwood Community Dist. 322
- Illinois Valley Community Dist. 321
- Peoria Heights Community Dist. 325
- Peoria School Dist. 150
  - Manual High School
  - Peoria High School
  - Richwoods High School
  - Woodruff High School
- Princeville Community Dist. 326

Tazewell County/Area Education for Employment Regional Delivery System

Steve Graham, System Director (309) 353-5011

- Deer Creek-Mackinaw Community Dist. 701
- Delavan Community Dist. 703
- East Peoria Community Dist. 309
- Illini Bluffs Community Dist. 327
- Limestone Community Dist. 310
- Midwest Central Community Dist. 191
- Morton Community Dist. 709
- Pekin Community Dist. 303
- Tremont Community Dist. 702
- Washington Community Dist. 308

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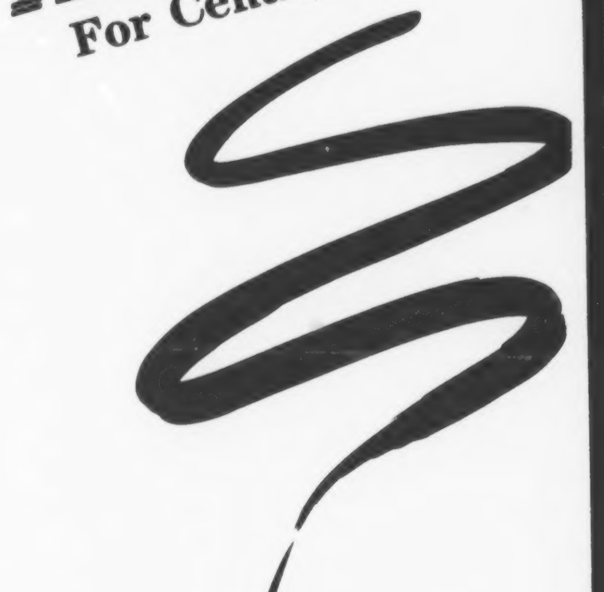
TECH PREP
For Central Illinois



Discover a FUTURE that WORKS™

ILLINOIS CENTRAL COLLEGE

WOULD YOU LIKE TO GET A HEAD START ON A GOOD LIVING?

Tech Prep can help you develop the necessary skills needed to do this.

HOW DOES TECH PREP DEVELOP SKILLS?

Through a practical approach to instruction, you will build skills in math, science, communications and technical areas needed in the work force.

WHY ARE THESE SKILLS NECESSARY?

Business/Industry demands individuals have high-level skills to be competitive in the work force.

WILL TECH PREP PREPARE YOU FOR COLLEGE?

Tech Prep is designed as a preparation course of study to earn an Associate of Applied Science Degree at Illinois Central College.

WHO CAN HELP YOU ENROLL IN A TECH PREP PROGRAM?

The guidance counselor at your school can help you outline your course sequence for your Tech Prep program.

TECH PREP

COURSE PROGRAM SEQUENCE *

	SECONDARY				ILLINOIS CENTRAL COLLEGE	
SUBJECT/GRADE	**9th**	**10th**	**11th**	**12th**	**13th**	**14th**
English	English	English	English	English	COURSES PER SPECIFIC PROGRAM	
	(Applied Communications incorporated throughout total sequence)					
Math	Math (Algebra I equivalent)	Math	Math	Math		
Science	Science	Science				
Social Science		World History	U.S. History	Government/ Consumer Ed.		
Physical Education	Health/P.E.	Drivers Ed/ P.E.	P.E.	P.E.		
Electives						
Technical Emphasis	Technical Program	Technical Program	Technical Program	Technical Program		

* Tech Prep Programs: Information Systems, Manufacturing/CAD, Electronics, Health Occupations, Agricultural Technology and Automotive Technology.

If you would like more information about Tech Prep, contact:

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Tech Prep Coordinator
(309) 694-5152
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(309) 367-2783
Peoria Educational Region for Employment and Career Training
Helene Peterson
System Director
(309) 693-7373
Tazewell County/Area Education for Employment Regional Delivery System
Steve Graham
System Director
(309) 353-5011

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Louis Mervis, *Chairman*
Robert Leininger, *State Superintendent*

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Your Competitive Edge

ILLINOIS
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Stepping Out...
And Into The Future

Looking for a way to get a headstart on your future? Do you want a career and not just a job? Are you seeking a position with prestige and great pay?! Then step out of the ordinary...and step into Tech Prep.

Tech Prep equips you with the advanced skills demanded by employers.

What Is Tech Prep?

Tech Prep is a new program that puts education to work for your future. It combines academic and technical education to give you the skills necessary for both entry level jobs and advanced positions. Tech Prep starts in high school and is completed when you receive an Associate of Applied Science degree.

Tech Prep provides hands-on application of classroom knowledge. You have the opportunity to apply immediately what is taught in the classroom and can see right away how to make what you learn work for you.

Why Tech Prep?

Today's job market is highly competitive and always changing. Tech Prep equips you with the advanced skills demanded by employers - technical skills as well as skills in communication, problem solving, computation, etc. Tech Prep helps you to contribute to the success of the company, making you a valuable employee - one who employers will highly respect and reward. Tech Prep lets you take charge of your future, your career and your money earning potential ...today.

So get involved with Tech Prep! Talk to your high school counselor about the Tech Prep options and benefits. Step out...and step into the future with Tech Prep!

Folder included separately.

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT SECTION

PRODUCT ABSTRACT

1. **Title of material** Tech Prep for Central Illinois--Discover a Future That Works-Folder

2. **Date material was completed** June 1992

3. **Please check those applicable:** New material ☒ Revised material ☐
Field-tested material ☐

4. **Originating agency** Illinois Central College

Address One College Drive East Peoria, IL **Zip Code** 61635

5. **Name(s) of developer(s)** Donna Luallen and ICC's Public Relations Department

Address One College Drive East Peoria, IL **Zip Code** 61635

6. **Developed pursuant to Contract Number** JMAA260

7. **Subject Matter (Check only one according to Dept. of Education Code):**

Code

- ☐ 01 Agricultural Education
- ☐ 03 Bus., Mrktng. & Man. Occup.
- ☐ 04 Distributive Education
- ☐ 07 Health Occupations Education
- ☐ 09 Home Economics Education
- ☐ 10 Industrial Technology
- ☒ 16 Technical Education
- ☐ 17 Trade & Industrial Educ.
- ☐ 22 Cooperative Education
- ☐ Career Education
- ☐ Other (Specify)

8. **Education Level**

☐ Pre-K Thru 6 ☐ 7-8 ☐ 9-10 ☐ 11-12
☒ Post-Secondary ☒ Adult ☒ Tchr. (Inservice)
☒ Adm. (Pre Service) ☒ Other (Specify) Business/Industry Counselor

9. **Intended for Use By:**

☐ Student ☒ Classroom Teacher ☒ Local Administrator
☐ Teacher Ed. ☒ Guidance Staff ☒ State Personnel
☒ Other (Specify) Parents, Business/Industry

10. **Student Type:**

☐ Regular ☐ Disadvantaged ☐ Handicapped
☐ Limited-English Profic. ☐ Other (Specify)

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Contact:
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Vocational Educ. Program Improvement Section, E-426
100 North First Street
Springfield, Illinois 62777-0001
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary.) These folders were developed to have continuity with brochure. To be used for the Tech Prep inservices with instructors, administrators, counselors, business/industry and parents.

17. **Person Completing this Abstract** Donna Luallen

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APPENDIX I

ILLINOIS CENTRAL COLLEGE
One College Drive
East Peoria, Illinois 61635

EVALUATION ABSTRACT

PROJECT: Tech-Prep for Central Illinois

PURPOSE: Conduct an evaluation of the existing Tech-Prep sites to find out ways to improve the Tech-Prep program for new sites and the direction to take with existing sites.

EVALUEES: Tech-Prep Teams

Illinois Central College
Deer-Creek Mackinaw High School
East Peoria High School
Elmwood High School
Illini Bluffs High School
Illinois Valley Central High School
Metamora High School

TIME PERIOD: March 6, 1992 to April 3, 1992

INSTRUMENT: Direct Mail Questionnaire

METHODS:
Questionnaires color-coded by school.
Questionnaires number coded by individual.
First round mailing: 2 week response period.
Follow-up mailing: 2 week response period.

RESPONSE RATE:
50 questionnaires mailed
38 responses
76% response rate

RESULTS SUMMARY: Tech-Prep is a worthwhile initiative for students and instructors.

New sites should make sure all involved are committed and have an understanding of Tech-Prep from the beginning. In-services for new sites should include cooperative learning, integration, presenters from other schools implementing Tech-Prep, and team meetings by school and discipline.

Existing sites should continue to implement Tech-Prep, have team meetings by schools and disciplines, and presenters from other schools. In-service topics could include business and industry, cooperative learning, applied materials and integration activities.

Detailed information pertaining to this evaluation is located in the summary and in the accompanying data.

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TECH-PREP EVALUATION
SUMMARY

The purpose of this evaluation was to find ways to improve the Tech Prep program for new sites and to find out which direction to take with existing Tech Prep sites.

PARTICIPANTS

There are six sites that participated in the evaluation: Illinois Central College, East Peoria High School, Deer-Creek Mackinaw High School, Illini Bluffs High School, Elmwood High School, Illinois Valley High School and Metamora High School. All Tech Prep team members were asked to fill out the evaluation form.

TIME, INSTRUMENT AND METHOD

The evaluation used a direct mail questionnaire as the appropriate instrument to gather pertinent data. The evaluation time period lasted for 4 weeks from March 6, 1992 to April 3, 1992. In this time period, a first mailing, color-coded by school and number coded by individual, was sent. After two weeks, a follow-up mailing was sent.

RESPONSE RATE

The response to the questionnaire was 38 out of 50 which is a 76 percent response rate. For this evaluation, 76 percent is a very good response. Specific response rates per school can be found on the pages following the summary.

DATA SUMMARY

TECH-PREP OPINION

The first part of the evaluation was to find out the overall opinion of Tech Prep, by the teams. When questioned about their understanding of Tech Prep when their teams had been formed 72 percent of the evaluees did not understand the concept. After a year of in-serving and working with Tech Prep 100 percent of the 72 percent now have a better understanding of the Tech Prep concept.

When questioned about the worth of the Tech Prep initiative at the beginning of the year, 78 percent felt that it was worthwhile. There was a 13 percent that did not feel that it was worthwhile. Of that 13 percent, 75 percent feel that it is worthwhile.

When questioned about Tech Prep being beneficial to the educator, 94 percent felt that it is beneficial and 100 percent felt that it is beneficial to the students.

When questioned whether their Tech Prep team was willing to work together to implement Tech Prep, 77 percent felt that they were and 11 percent felt that they were somewhat willing to work together. This 88 percent shows that the team concept to Tech Prep is a good direction to take and most instructors are willing to work together.

When questioned about the commitment received from the Administration, 83 percent felt that the Administration was supportive and 10 percent felt that the Administration was somewhat supportive. This 94 percent shows that Administration support is important to the instructors and the instructors recognize when support is given.

IN-SERVICES/ACTIVITIES

The second part of the evaluation was to rank order the in-services and activities that the teams participated in throughout the year. The top three activities that the evaluees felt were the most important were (1) Team meetings by discipline, (2) Team meetings by school and (3) Guest presenters from other schools. Integration came in fourth, cooperative learning and an overview of Tech Prep were interchangeable as fifth and sixth, learning styles was seventh and content reading came in eighth.

NUMBER OF IN-SERVICES AND LENGTH

Most of the evaluees feel that there should be at least 4 in-services a year and that these in-services should be all-day. Most feel that there should be 2-4 meetings by discipline a year and that these meetings should be 2 to 4 hours. Most felt that there should be 4 or more team meetings a year and these should last 2 to 4 hours. There was also a good number of responses to have monthly team meetings.

SUGGESTIONS

Suggestions for in-service topics were varied. Not much of a consensus in this area. However, the need to hear from business/industry, use of applied materials and more guest presenters stood out.

The most beneficial activities this year appears to have been the guest speakers who have used integration and had success, meeting in disciplines and as teams.

Suggestions for next years new sites: (1) Make sure that all involved have a good understanding of the Tech Prep concept from the start, (2) Make sure that the team is picked carefully and that everyone is committed. (3) Start earlier on the actual integration activities and team meetings.

Suggestions for follow-up of the Tech Prep program and students are as follows: (1) Use Pre- and Post-testing. (2) Follow-up students into college or work for 5 to 10 years. (3) Use surveys of the teachers and students as to the worth of the program.

Suggestions for improvement. The most common comment was the need to work more as a team and in disciplines. Then the need to get local business and industry more involved was suggested.

Suggestions on marketing. These suggestions were varied, but helpful.

Several responses noted the need to reach the 7th and 8th grades sooner. The use of brochures, t.v., radio, billboards, newspapers, and other media was given. Also, the need to have the local school boards involved was suggested.

These were the most often suggestions given throughout the evaluation forms that were returned. For all comments, please refer to the data at the back of this summary.

TECH PREP EVALUATION
RESPONSE RATE

Overall Response Rate: 38 of 50 expected responses = 76%

* Indicates those who responded to the evaluation.

ILLINOIS CENTRAL COLLEGE

* Ken Eckstein	Manufacturing
* Debbie Fazio-Carroll	Electronics
* Barbara Johnson	Math
* Man-Hong Siu	Manufacturing
* Mike Sloan	CAD
* Renee Thomas	Science

6 of 6 expected responses = 100%

METAMORA HIGH SCHOOL

* Lanny Burke	Business
* Cheryl Harper	Science
* Yvonne Look	Guidance
Christine Mangold	English
* Ivan Jern	Industrial
Doug Osterloo	Industrial
Susan Schaidle	Math

4 of 7 expected responses = 57%

IVC

Pat Bradshaw	Guidance
* Del Goodale	Business
Sherri Heth	English
* Bob Prout	Math
* Ralph Scott	Industrial
* Mike Themas	Science
Steve Watkins	Industrial
* Susan Goodale	Asst. Principal

5 of 8 expected responses = 63%

ELMWOOD HIGH SCHOOL

* Carol Davis	English
* Robert Pauer	Science
Michael Pryor	Business
* Judith Stewart	Guidance
* Connie Webster	Math

4 of 5 expected responses = 80%

DEER CREEK-MACKINAW HIGH SCHOOL

* Leann Anderson	English
* Tina Boston	Math
* Kevin Hill	Industrial
* Marsha Morman	English
Christie Scherbing	Guidance
* Sue Tyler	Business
Kathy Whitlatch	Biology
* Robert Sizemore	Science
Sue Sisler	Business
* Rob Houchin	Principal

7 of 10 expected responses = 70%

EAST PEORIA HIGH SCHOOL

Nerio Calgaro	Science
* Marva Craft	Math
* George Haug	Manufacturing
* Sue Schliepsiek	English
Karen Stone	English
* JoAnne Westerman	Business
* Sue Zaiser	Business
* Jeanne Williamson	Principal

6 of 8 expected responses = 75%

ILLINI BLUFFS HIGH SCHOOL

* Vicki Little	Business
* Nancy Meyer	Science
* Betty Myer	Business
* Carol Predmore	English/Guidance
* Thomas Schultz	Math
* Jim Cohee	Industrial

6 of 6 expected responses = 100%

TECH-PREP EVALUATION
DATA

		RESPONSES		PERCENT	
		YES	**NO**	**YES**	**NO**
1.	Did you have an understanding of Tech-Prep when your team was formed?	10	27	27%	72%
2.	If "no" to question 1--Do you have a better understanding of Tech-Prep now?	27	0	100%	
3.	When this year began, did you feel that Tech-Prep was a worthwhile initiative?	29	5	78%	13%
			?-3		8%
4.	If "no" to question 3--Do you feel that Tech-Prep is a worthwhile initiative now?	6	1	75%	12%
			?-1		12%
5.	Do you feel that the integration of disciplines is beneficial to yourself as an educator?	36	2	94%	5%
6.	Do you feel that the integration of disciplines will be beneficial to your students?	38	0	100%	
7.	Will you try to incorporate cooperative learning into your classes?	35	0	100%	
8.	Do you believe that you are more aware of students learning styles now?	28	8	77%	22%
9.	Do you believe that your Tech-Prep team is willing to work together to implement Tech-Prep in your school?	28	4	77%	11%
			Some-4		11%
10.	Do you believe that your school Administration is committed to Tech-Prep?	31	2	83%	5%
			Some-4		10%

IN-SERVICES/ACTIVITIES

Please rank the following activities by order of importance beginning with number 1 as most important.

		AVG RESPONSE	AVG RANK	MODE
1.	OVERVIEW OF TECH-PREP	4.4	5	1,4,6
2.	LEARNING STYLES	5.77	7	7
3.	CONTENT READING	7.03	8	8
4.	INTEGRATION ACROSS DISCIPLINES	3.97	4	4
5.	COOPERATIVE LEARNING	4.41	6	5
6.	GUEST PRESENTERS FROM OTHER SCHOOLS ON APPLIED ACADEMICS OR INTEGRATION ACTIVITIES	3.29	3	1,4
7.	TEAM MEETINGS BY DISCIPLINE	3.17	1	2
8.	TEAM MEETINGS BY SCHOOL	3.22	2	2

1. **How many in-services would you suggest be conducted throughout the year?**

   20 responses were for at least 4 in-services a year.
   It was suggested to have 2 in the fall and 2 in the spring.
   4 responses said in-services should be monthly.

2. **Should these in-services be all-day, half-day, or at night?**

   22 responses said the in-services should be All-day.
   8 responses said the in-services should be Half-day.
   2 responses said the in-services should be at Night.
   1 responses said the in-services should be on Saturday.

3. **How many team meetings by discipline should be held throughout the year?**

   14 responses were for 2-4 meetings by discipline a year.
   4 responses were for monthly.
   4 responses were for 0-1 a year.

4. **How long should these meetings be?**

   14 responses were for 1-2 hours.
   12 responses were for 2-4 hours.

5. **How many team meetings by school should be held throughout the year?**

   13 responses said 4 or more team meetings a year.
   7 responses said monthly meetings.
   7 said 2-3 team meetings a year.

6. **How long should these meetings be?**

   13 responses said 2 hours.
   12 responses said 2-4 hours.
   4 said 1 hour.

7. **What suggestions would you give for other in-service topics?**

- Applied Math
- Applied Communication
- Learn to write grants
- Specific integration activities
- Specific activities for vocational teachers
- College reps to explain requirements and needs for incoming freshmen.
- Hear from local businesses to see what they want.
- Hear from trades, apprenticeships, 2 yr technical schools about standards and qualifications.
- Presentations from schools that are doing (with measurable success) what you are pushing.
- Financing, administrators responsibility, success stories, input from business/industry.
- Methods of grading
- How to stimulate students to learn
- In-services actually producing a plan. Have area schools to reference.
- Make and take workshop for equipment for Applied math and Principles of Technology.
- Trust among faculty.
- Develop lesson plans utilizing tech prep in the curriculum.
- Visit in-place programs.
- Business discussing educational applications.
- Creative teachers using applied math materials.
- Creative integration of courses.
- More guest presenters demonstrating applied academics and integration activities.

8. **What was most beneficial this year in preparation for implementing Tech-Prep?**

   - Sharing with others.
   - Wonderful materials for math.
   - Interaction between teachers in my building.
   - In-service days.
   - Meeting in disciplines and with school.
   - Seeing and hearing other schools who have had success.
   - Working and spending time with team.
   - Understanding Tech Prep.
   - Pekin--Soldwedel's Cooperative Learning.
   - Discussing how to implement Tech Prep with other teachers.
   - Summer visits to job sites.
   - Time allowed to meet with our teachers by school.
   - Team meetings by discipline.
   - Meetings with school.
   - Meetings by discipline.
   - Discussion during the fall about existing high school programs and ICC program requirements.
   - Guest presenters from other high schools.
   - Seeing guest presenters demonstrating their successful activities.
   - From a personal standpoint, I gained the most from the speaker on cooperative learning.
   - Own school team meetings and the 2 summer in-services (Jumers and ICC).
   - One-on-one time spent with other members on organizing.
   - Meetings by school.
   - Monthly in-service meetings.
   - Everything contributed in some way.
   - Guest presenters--ideas that we could implement in the classroom.
   - Meetings with team members.
   - The paid time to meet.
   - Team meetings.

9. **What would you suggest the first step be, for new Tech-Prep teams, to begin a Tech-Prep program?**

-Team meet as school is reviewing curriculum.
-Get cooperation from all instructors.
-Be sure to have a number from each discipline on the team.
-Dialogue with other schools.
-Brainstorm ideas, ways and means of implementation.
-Begin to unravel an actual plan.
-Understand the concept.
-Have a clear understanding of what tech Prep is and a commitment to implement it.
-Establish who is on the team and which teachers could integrate teaching topics.
-Decide what modules need to be implemented.
-Pick team carefully--be informed before they organize as to what will be required!!
-Perhaps listen to a team from another school so they understand how the concepts turn into reality.
-Visit existing programs.
-Earlier interaction within disciplines.
-Analysis of what is and isn't working in current curriculum.
-Hear what other tech prep teams are doing.
-Approach this year was a good start.
-Evaluate their program in all areas--see what would work for them.
-Get ideas from schools same size.
-Be sure they understand the concept and be willing to try new things.
-Tech Prep overview.
-Applied materials in-service.
-Team meetings to integrate concepts.
-Listen to other schools who have gone through the process.
-Establish team planning time so that they can have time to plan their implementation.
-Understanding of the concept and its applications.
-Visit in-place programs.
-See what others are doing.
-Define what they want to do with Tech Prep.
-Visit a school that uses Tech Prep and talk with staff and students.
-Overview of Tech-Prep.
-An overview conference such as the Connections '91 and August ICC.
-It would be helpful to have a summary of the purpose and goals of tech prep (either speaker or video tape). I'd watch it now.
-Visit other tech prep schools and meet with instructors.
-Meet and observe those who are already doing tech prep.
-Compare their graduate "Tech-Prep" student with the published "Tech Prep" curriculum. Then convince administration and students about the need for math and science.
-Get good solid background material on tech prep.
-Establish realistic goals.

10. **What would you suggest be done, by your school, next year with integration, implementation, team meetings and in-services?**

INTEGRATION

- -Integrate only when teachers involved have the same planning periods.
- -Continue to correlate data (classes in targeted curriculums).
- -Needs to involve a few more teachers in our district.
- -Decide what classes are to be integrated.
- -Integrate where it would be a workable situation.
- -Voc/Acad are already working in different areas of study and plan to expand next year.
- -Begin reinforcing between classes that are implementing.
- -Find new ways to implement and integrate.
- -All teachers involved need to meet together at once.
- -Create classes to implement what we have learned.
- -Have definite classes picked out for the process to be done in.
- -More integration with math and English or math and business.
- -Hope to get all teachers to work together.
- -We need to articulate between departments in order to pursue integration across curriculum.
- -Teachers with tech prep should meet and discuss lessons plans for implementation.
- -Get rid of GENTK MATH and PHYSICS. These are non-transferable. Develop interdisciplinary math and science courses for technical students.
- -Investigate integrating GENTK 134 technical math with GENTK 112 technical physics.
- -Double our team size and expand integration horizontally and vertically across curriculum.
- -Let us proceed with our own calendar as long as we know target dates it should work.
- -Team teach where possible.
- -Define what they want to do with tech prep.
- -Time to spend together working on this.
- -Develop special tech prep units (1 wk) that focus on awareness on future technology needs.

IMPLEMENTATION

-Do modules in Algebra and in Science. Expand modules across more pre-algebra classes. Continue to use modules in English and Business/English.
-Might need some scheduling changes.
-New classes formed that are tech prep oriented.
-Work with teachers who are integrating with you.
-Need more teacher involvement and interest.
-This plan is not acceptable to all concerned.
-Make sure all members are doing tech prep some how.
-Schedules need to be utilized when implementing ideas.
-Create classes to implement what we have learned.
-Time out of class for work with cooperating teacher in order to properly implement the program.
-Need extra time set aside for teachers to discuss how we can get tech prep working at our school.
-Same teachers need to share materials and ideas, then carry out plan.
-Work with our team members in order illustrate to other teachers its end results.
-Continue to implement tech prep activities/materials.
-Work up a time schedule.
-Bring in guest speakers, plan field trips that high-light tech careers.
-Make more people aware of what we are doing and why.
-Start our freshman level program in math-voc-sci.
-Just get started. Start with freshman class.
-Let us proceed with our own calendar.
-Implementation is on going.
-Increase cooperation with high schools in utilizing ICC's equipment (NC, CAD, robotics, etc.) for the benefit of high schools.
-Mike Svob needs to actively support and purport Tech Prep.
-Slowly implement after all facets, administration, counseling and teachers agree on a plan.

TEAM MEETINGS

- -We need more time to work as a team on integrating our curriculum--it is going to be a big task.
- -Time for more local meetings.
- -Teams should be given release time for meetings.
- -Meetings should not be after school when all teachers are exhausted.
- -Need to be held so teachers can coordinate activities.
- -Bi-monthly meeting to coordinate integration.
- -Work with teachers who are integrating with others and add to the team to achieve a workable program.
- -Have regular meetings.
- -Set goals each time, evaluate each meeting, set additional goals to chart progression, growth and success.
- -Field trips to gather information for tech prep.
- -Networking among schools.
- -We all need to meet to discuss our ideas and problems.
- -Have meetings with a leader directing us.
- -Make meetings shorter and to the point.
- -We should discuss what topics each teacher teaches and find out who teaches math in their courses.
- -Continue monthly.
- -More on local school district level.
- -Only meet when necessary in order to update lesson plans, receiving feedback on how program is working.
- -Continue to work on articulation process/requirements for entrance to ICC.
- -Meet in the evening.
- -We need to meet more with a select few of high schools that are leaders in tech prep.
- -Meet with area high schools using tech prep programs.
- -Regularly scheduled--ideally during school day or after school every 2 weeks.
- -Have same planning period and meet once per week.
- -Work out details of implementation and write and test to see what the results of integration are.
- -Must meet more often.
- -We need common planning time.
- -Common planning on a monthly basis.
- -Provide common planning time for team members or pay subs on a routine basis to make common planning possible.

IN-SERVICES

- -No more.
- -Business/industry. Trade/apprenticeships/standards and qualifications.
- -Monthly team meetings to interact.
- -Brainstorming between teams and disciplines.
- -Field trips to gather information.
- -All members should attend.
- -Have definite team members who go on a regular basis.
- -I would like to learn more about cooperative learning.
- -Short meetings--limited to presentation of what each school has implemented.
- -Provide for school staff.
- -More with teachers using materials.
- -None other than those previously suggested.
- -Plan tech prep units.
- -Cooperative learning.
- -Hands on applications.
- -Talk to outside people about what we are doing and see if they have any other ideas that we can use.
- -Meet once a month for new ideas and discussion.
- -In-services for new team members and minimal for experienced team.
- -More support and presentations from area businesses.
- -Need more in-services conducted by high school teachers who are active in tech prep.
- -Pay team members to develop instead of sit in an in-service.

11. **What process would you suggest for follow-up of your Tech-Prep program and students?**

-Analysis of change if any in testing results--ASVAB, ACT, SAT, etc.
-Team evaluation.
-Student evaluation of the implementation efforts and also material integrated.
-Problem--to pinpoint tech prep students.
-Money is a problem--assuming that this will be implemented.
-The testing enclosed with the modules is good.
-Perhaps statistics and a follow-up process could be established.
-Elimination of testing by tech prep in all voc. ed classes--test only applied math and applied communications--very little overlap between voc. ed classes and applied math/communications.
-Pre- and post-testing.
-Success of program can be determined partially by evaluation the progress of student following graduation--not just if they get a job/went to college--but 5 yrs, 10 yrs later.
-Testing approved by Illinois Central College.
-Develop a computer spreadsheet that includes the names of each student and up-date it every year.
-If successful, these instructors and students should demonstrate their activities.
-Pre- and post-testing.
-Teacher and student self report.
-Analysis of standardized test scores.
-Student surveys.
-Paid time in summer for follow-up.
-We need a pre- and post-test to see if they are making progress.
-Student awareness surveys and future plans.
-Pre- and post-surveys.
-Check on employment of students in future years and evaluate worth of program to those graduates.
-Survey of students.
-Meetings with other tech prep teams for team members.

12. **Give any other suggestions you have for improvement for implementing Tech-Prep?**

- Get local business involved.
- Insist administrators attend.
- It will be hard with cutbacks in the district and the scheduling process to implement.
- I feel we need far more interaction among disciplines.
- Have other colleges give us some goals and guidelines besides ICC.
- We need time to work in teams--joint prep periods would help
- tremendously.
- Perhaps more emphasis on the process needed to implement.
- We need to be more clear on what it would take financially and where money can come from.
- We need to get more businesses involved--shadowing and summer internships.
- We need to have courses that have articulation agreements listed on a tech prep brochure like Joliet's.
- We need more articulation agreements.
- We need more teachers working together. We are still teaching our own things.
- I would like to have more integration with the business department and English department.
- Eliminate testing of all voc. ed classes--test only applied math/communications.
- We need time to work with our team. We need specific goals (units that we are going to do). We need commitment on the part of the academic teachers to follow through. It also would be nice for vocational teachers to be something besides just support for the academic curriculum.
- Please revise the instructors guide and work text so that teachers can follow instructions without confusion. The modules are excellent, but preparing for the lessons is too time-consuming because 2 books are involved.
- Get team members away from their building for in-depth planning.
- Make school boards aware of the need to fund equipment and staff to make their school "tech prep ready".
- Make people more aware of why a change needs to take place, and how this can be done.
- First in-service should be motivational to get the year started.
- Tech Prep needs to be taught a certain way. Using new materials and old lecture techniques won't cut it.
- Give less introductory and more specific examples the first year. (We spent too much time hearing about it before actually starting).
- Begin working with business and industry for shadowing or mentor or intern programs.
- On-going development.
- Gradually expand teams each semester. Expand integration in creative ways (marketing with economics, composite with software applications, etc.)
- It would be nice to have more support from area businesses.

-ICC should take the leadership to develop a machine, or process, or some sort of "hardware" system that could serve as a focus for developing integrated lab exercises. This would be something that each school could have or that could travel from school to school. For example--electric car, NC machining, aquaculture, solid modeling, etc.

-Standardized testing used by all tech prep schools. These would test for readiness for enrollment at ICC.

-More in-services with schools using tech prep materials.

-Have meetings on ICC campus.

-Have ICC teachers come in and tell us what they find lacking incoming students.

-Have videos on current interviewing tips.

-We need to stop giving lip service and be granted release time to work and implement. Listening to presenters rehash topics we all learned in college was terribly discouraging.

-More team meetings--included with extensive description of courses included in current curriculum--to match up materials which are congruent..then articulate among teachers as department get involved.

13. **Please give any thoughts you have on advertising, promotion, and marketing of Tech-Prep.**

-We need to make local businesses aware our graduates will have this type of back ground--that our students are technically prepared.
-Money is best spent on actually doing these things rather than publicly declaring something maybe happening. Perhaps the best way to educate the public is to invite the press to see a program in operation. I think publicity should wait until we have achieved a program. Since the public doesn't plan these things, why advertise before the fact. These premature announcements misuse tax payer's money.
-Work with advisory committee on this.
-A simple illustration of non-skilled workers without diploma, non-skilled with diploma, skilled with diploma, skilled with certificate, skilled with associate degree, skilled with bachelors degree.
-ICC should act as a clearing house for collecting and disseminating ideas for integration. These could be lab experiments, etc.
-We could also sponsor "contests" where teachers and students build lab exercises that integrate and could be used by other schools. Their products could be judged and prizes awarded, etc.
-Draw more area businesses into tech prep.
-Work with local TV.
-Address civic groups.
-Billboards in Peoria area.
-Brochures in waiting and reception areas of businesses.
-Radio ads.
-In-house newsletters.
-Publicize "success stories" in newspaper.
-Let ICC do some ads for us.
-Bring realtors into schools to see tech prep in action.
-Since it ties in with much information recently presented at the NASSP in San Francisco, this fact should be publicized. It is part of the future of education, according to everything we were told.
-Students views after they have been through program.
-Market the need and why the changes.
-The job involves integrated skills.
-Education provides independent learning topics. We are not preparing them for what they will do in the future. This will also give many more an opportunity to see what types of related skills are needed for future jobs.
-We need to develop a tech prep brochure to hand out to 8th graders and parents prior to high school registration.
-We could make our own video highlighting the tech prep options.
-Video available for pre-registration--show to 8th grade students and their parents.
-Information should be made available so it can be distributed at registration time each spring.

- Work with counseling staffs.
- Get to personnel in elementary districts.
- Market before high school.
- Market 7th and 8th grade teachers, parents, students.
- market to businesses.
- We have told students what kind of preparation tech prep provides. This year 10 students were enrolled in my course. Next year 37 students in tech prep math. Students do not read information, but they will watch a video about tech prep.
- Inform counselors and parents of the benefits of tech prep before registration time.
- Perhaps communication needs to be based from the top--the school board needs to become involved. Administration officials also could be influential when marketing tech prep.
- Get local businesses involved. If they see what is happening they will be the best P.R. we can develop.
- Promotion during freshman orientation.
- Bring in business/industry--junior colleges.

- I would like to commend your people for a job well done this year. Your in-services were well planned. You had excellent speakers. You have tried your best to get the schools moving toward your goals.

APPENDIX J

Springfield State Journal Register 6/13/92

Teachers challenged: Make school work exciting and fun

By DIANA PENNER
STAFF WRITER

In Bob Prout's high school math class in Chillicothe, students go out to the school football field and count the blades of grass.

Using a small card with one-inch square hole cut out, and by pacing off the length and width of the field and substracting the area of a concrete high jump pad, students figure out there are a couple billion blades of grass.

They employ algebra and geometry, not to mention problem-solving skills.

But how many times in their lives do most people need to know how many blades of grass are on a football field?

That's not the point, said Prout.

"This is a technique. It's not a specific situation," he said. "I tell them that if they go to work at (the local hospital) and do blood tests, they use the same technique, using the sample method, to figure out the ratio of white blood cells to red cells."

Prout was one of the workshop presenters Friday at a teachers' conference in Springfield. The conference, sponsored by the Illinois State Board of Education, focused on integrating traditional technical and academic course content.

That's the goal at Illinois Central Valley High School, where Prout teaches. Beginning next year, the school's vocational and traditionally academic programs will be more closely linked — math students may work with industrial arts students to build a large geodesic dome, for example.

The title of Prout's presentation was "What Will I Ever Use This For?," the lament of generations of math students. Prout aims to tell students just what they can use math for, which is more and more as the age of technology matures.

He also was seeking to convert teachers, and to infuse in some of those who have resisted it a willingness to "change to improve." That's a slogan he uses on his students: If it doesn't work the way you've been doing it, try a different way.

"It's got to be an adjustment by both groups," he said.

Prout tosses his students seemingly silly projects, but they involve the math concepts that would bore many people to tears if they were presented only in 20 written problems. Prout's way gets the students excited and eager to figure things out, and he

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SCHOOL

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lets them have a little fun with it.

For example, after the grass-blade exercise, Prout asks them how many pounds they think are concentrated in the bleachers when the crowd is out for a football game. They have to factor in weight ranges, a sure-fire way to get teenagers' attention.

"They have this problem with butt width. They go around and start measuring each others butts," Prout said. But they also do the algebra to come up with some estimates.

His students build models of geodesic domes, calculate the width of a nearby river without ever crossing it, measure their own shadows and use mirrors in makeup compacts to help figure out the height of flagpoles and buildings.

They also use computer programs, something Prout strongly advocates and which he said some teachers still resist.

"School districts can't be computer-less. (Students) have got to be computer literate," he said, pointing to the omnipresence of computers in the work world.

"There are engineers out there who will never use paper," he said.

He also endorses the "integrated" approach, by doing things like having his math students regularly write and draw. Even if all teachers in a school don't sign on to coordinating material, individual teachers still can incorporate a variety of subjects within their own classroom, he said.

"When you go to a job, how often is it that you use only one skill at a time? Never. But in school, we have math and then English and then science . . . and they're never connected," he said.

He also urged teachers to find out what skills employers are looking for, using as a reference such tools as the State Employment Service Test, and to make sure all of those areas are covered.

That test, for example, measures things such as clerical perception, motor coordination and manual dexterity, things Prout said he was largely ignoring until he became aware of the exercise.

Mostly, he gets the kids involved.

"The studies show we remember about 10 percent of what we hear, 20 percent of what we read and 80 or 90 percent of what we do. So (teachers) have got to use some common sense," he said.

DRAFTED: Matt Bruce, right and Mike Donoho Jr., in the background, work on blueprints at Illinois Valley Central High School. PHOTO BY TERRI MCMILLAN

Employment emphasis

Students helped by vocational program

By ERIC BLANKENBURG
of the Observer

Today's high school and college graduates entering the ever-changing workforce are finding out that today's employers are looking for a lot more than "just the basics."

Many school districts throughout Illinois and the United States are looking for ways to make their students more prepared and qualified to enter the workforce upon graduation.

One of the programs that has helped districts throughout the state of Illinois accomplish their vocational education and general student learning goals is the Technical Preparation, or Tech Prep program.

The Illinois State Board of Education defines Tech Prep in the following way:

"Illinois Tech Prep represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at ninth grade and is articulated with a post-secondary experience leading to an associate of applied science degree."

The Tech Prep program, which is currently or soon to be in the curriculum of 34 Illinois high school districts, also provides preparation for advanced education such as a four-year baccalaureate degree.

"If we want our state to be able to participate in a global economy, we must first prepare our students for a lifetime of learning new skills in the workplace. Tech Prep gives that edge," said Robert Leininger, state superintendent of education.

Several trends, according to Leininger, reinforce the importance of carrying out Tech Prep initiatives.

Tech Prep is needed to help address serious problems created by: rapid advancements in competition, dramatic changes in the workplace, deficits in workplace basic skills, and high dropout rates from secondary schools.

According to Helene Peterson, system director for Peoria Educational Region for Employment and Career Training, Tech Prep prepares students with the skills and competencies necessary to meet employers' performance standards not only for entry-level jobs, but also for career advancement through "everyday" classes.

"The workforce of tomorrow is changing dramatically," she said. "The Tech-Prep program aims at developing "striped-collar" workers rather than blue or white-collar workers, and it teaches students rather than courses."

"Today's student needs to have higher level thinking skills and Tech Prep is aimed at developing those and other necessary skills," she added. "Workers of the future will be required to be learners all their lives."

The Illinois State Board of Education is committed to making Tech Prep a major part of the state's resurgence to vocational education.

In 1990, the board funded 17 local Tech Prep planning projects.

Illinois Central College, in conjunction with Peterson's office (EFE), Tazewell EFE, and Woodford EFE, is coordinating one of those 17 projects.

Some local and area school districts developing Tech Prep programs are Illinois Valley Central, Elmwood, Peoria Heights, Metamora, East Peoria, Deer Creek-Mackinaw and Illini Bluffs.

In the fall of 1993, Brimfield, Dunlap and Peoria Manual will also be added to that list.

Illinois Valley Central high school in Chillicothe, which will be implementing one of the areas first Tech Prep programs this coming fall, has recently earned its development of the program.

The State Board of Education recently named IVC a winner in the Connections 2000 Ideas Program for the development of innovative techniques for curriculum integration.

Also, state officials nominated IVC to the National Center for Research in Vocational Education as a model Tech Prep site to be included in the nationally-distributed NCRVE Resource Guide.

Peoria Heights High School business teacher, Marguerite Admire, says that the Tech Prep programs does a lot more than look good on a resume.

"It really helps students to better channel their abilities and raise their level of problem solving and thinking skills," she said.

Peoria Heights will also implement the program in the fall of 1992 and will develop projects in a cross-disciplined curriculum.

According to Admire, ninth graders will learn to develop listening and communication skills, while students in the tenth grade will learn more advanced problem solving techniques.

"In the higher grades, like the juniors and seniors, programs will focus more on preparing them for test taking, higher order thinking skills and even getting them ready for employment," Admire said.

Admire added that because of the school's low enrollment, which is approximately 200 students, these skills will be developed and enhanced through the present curriculum of courses rather than creating entirely new classes.

"Tech Prep techniques will be used in a lot of vocational classes like those in the industrial technical fields, such as wood shops, drafting, typing, and business and accounting."

When students register for the Tech Prep elective courses, they are asked to consider their "strong

See VOCATIONAL, page A-9

VOCATIONAL

(Continued from page A-8)

points" and areas of exceptional skill, and it can then be determined which Tech Prep program may be best suited for them.

"We try to draw on the students' expertise. The student will probably find that he or she will not only improve existing skills, but also develop new ones," Admire said.

Admire used the example of some nationally-recognized companies to stress the importance of technical, thinking and analytical skills in today's students, as well as to illustrate that technological changes in America are leaving many workers unprepared for the future.

"There are a lot of employers who will look at the students' resumé after graduation and say 'Great, you took math, reading, and writing, but your're not ready, what else have you got.' Tech Prep will give students that edge that they need to make it. Our goal is to get the students employable."

Typically, students who participate in Tech Prep are in the 25th to 75th percentile in academic ability, comfortable using math and science to solve problems, capable performers in technical scientific courses, aspiring to complete post-secondary education, and attracted to careers in growth occupations.

Other similar vocational education programs are being implemented in the area such as Peoria High School's Business Academy and Richwoods High School's Health Academy, which will begin in the fall of 1993 and is aimed at students interested in health careers.

The concept of Tech Prep programs throughout Illinois and the country is relatively new as grants have been issued only over the last couple of years.

Yet Peterson is confident that this and other programs will survive as long as their is interest and, of course, adequate funding.

"Right now, the whole Tech Prep program is funded by federal dollars, but as long as there is money and school districts that are interested, there will be Tech Prep," said Peterson, whose office channels out government funds to the area districts.

"I'm sure we'll see some very exciting things happening in the next couple of years," she added. "I'm really excitied for the kids. This is the best thing that has happened to education in a long time."

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ACCTG 105 BOOKKEEPING/ATTG 1 3 HRS.
7:30-10:15 AM MW
6:00-8:45 PM MW
6:00-8:45 PM TTH
ACCTG 110 PRIN OF ACCOUNTING 3 HRS.
PREREQ: ACCTG 105 OR EQUIVALENT
7:30-10:15 AM MW
10:30-1:15 PM MW
7:30-10:15 AM TTH
10:30-1:15 PM TTH
6:00-8:45 PM MW
6:00-8:45 PM TTH
INDEPENDENT STUDY:
DIRECTIONS MAILED FIRST WEEK. FOR INFO CALL DEPART.
ACCTG 111 ACCTG PROCEDURES 3 HRS.
PREREQ: ACCTG 110
7:30-10:15 AM MW
10:30-1:15 PM TTH

BIOL 140 HUMAN ANAT PHYSIO 4 HRS.
$28 FEE (PLUS TUITION)
8:00-9:40 AM MW
ALSO 10:00-1:15 PM MW
7:30-10:20 AM TTH
ALSO 11:00-12:40 PM TTH
BIOL 145 PR HUMAN ANAT PHYSIO 4 HRS.
$28 FEE (PLUS TUITION)
7:30-10:20 AM TTH
ALSO 11:00-12:40 PM TTH
9:30-12:40 TTH
1:00-2:40 TTH
BIOL 146 PR HUMAN ANAT PHYSIO 4 HRS.
$28 FEE (PLUS TUITION)
PREREQ: BIOL 145
REGISTER LECTURE/LAB
10:00-12:45 PM MW
LAB 8:00-9:40 AM MW
LAB 1:20-3:00 PM MW
LECTURE AND LABORATORY COMBINED IN FOLLOWING SECTION(S).
8:20-10:00 AM TTH
ALSO 10:30-1:10 PM TTH
BIOL 210 MICROBIOLOGY 4 HRS.
$28 FEE (PLUS TUITION)
PREREQ: ANY LAB SCIENCE

CTRPT 223 REPORTING SPEEC
$14 FEE (PLUS TUITION)
PREREQ: 180 WPM SHORTHAND
SEE COMMENTS AFTER CTRPT :
YOU ARRANGE
CTRPT 224 REPORTING SPEED
$14 FEE (PLUS TUITION)
PREREQ: (CTRPT 223
SEE COMMENTS AFTER CTRPT 2
YOU ARRANGE
CTRPT 229 TRANSCRIPT PREP
$7 FEE (PLUS TUITION)
PREREQ: CTRPT 220 OR CONCUI
10:30-11:20 AM MW
CTRPT 233 BUILDING CAT DIC1
$7 FEE (PLUS TUITION)
PREREQ: CTRPT 220 OR CONCUI
YOU ARRANGE
CTRPT 234 CAT TRANSCRIPTIC
$7 FEE (PLUS TUITION)
PREREQ: CTRPT 233 OR CONCUI
YOU ARRANGE
CTRPT 235 CAT TRANSCRIPTIC
$7 FEE (PLUS TUITION)
PREREQ: CTRPT 234 OR CONCUI
YOU ARRANGE

133 SPEED/ACC DEV III 1 HR.
EE (PLUS TUITION)
EQ: TYPE 45 NWPM
OU ARRANGE
134 SPEED/ACC DEV IV 1 HR.
EE (PLUS TUITION)
EQ: TYPE 50 NWPM
OU ARRANGE
35 SPEED/ACC DEV V 1 HR.
E (PLUS TUITION)
EQ: TYPE 55 NWPM
OU ARRANGE
36 SPEED/ACC DEV VI 1 HR.
E (PLUS TUITION)
EQ: TYPE 60 NWPM
OU ARRANGE
37 SPEED/ACC DEV VII 1 HR.
E (PLUS TUITION)
EQ: TYPE 65 NWPM
OU ARRANGE
51 PUNCT & SPELLING IMP 1 HR.
EQ: DEPARTM APPROVAL AND TYPE 35 NWPM
OU ARRANGE
52 PROOFREADING 1 HR.
EQ: OFOCC 114 OR WP 151
OU ARRANGE
55 MACHINE TRANSCRIPTN 1 HR.

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Call 694-5152 for more information.

JOURNAL STAR, Peoria, Thursday, May 14, 1992 A B Zone 1

IVC earns state award for Tech Prep

By SUSAN GOODALE
of the Journal Star

CHILLICOTHE — IVC High School has received state recognition as a winner of a "Connections 2000" Award for its development of a Tech Prep curriculum to integrate academic and vocational education and to prepare students for advanced study in technical areas beyond high school.

The state award carries with it a $200 grant for participating schools and inclusion in the "Connections 2000 Ideas" resource book to be published by the Illinois State Board of Education.

In addition, state school officials have nominated IVC to the National Center for Research in Vocational Education as a model Tech Prep site to be included in the nationally distributed NCRVE Resource Guide for secondary schools. Schools are chosen for inclusion in the NCRVE publication on the basis of exemplary efforts and commendable programs for integrated curriculum development.

As a result of their progress, IVC Tech Prep team members and school administrators have been asked to conduct workshops on their Tech Prep process and program this year throughout central Illinois, in Rockford and Decatur, and at a state conference in Springfield.

Bob Prout and Susan Goodale also will be presenters at the Connections '92 state conference in Springfield June 11 and 12 where IVC will receive the Connections 2000 Award.

Robert Leininger, state superintendent of education has made the Tech Prep initiative one of his priorities for education. IVC was a pilot site during the 1991-92 school year to prepare a Tech Prep curriculum for implementation in the 1992-93 school year.

This past year, the high school selected a Tech Prep team composed of teachers Ralph Scott, Joe Binstock, Steve Watkins, Mike Themas, Prout, Del Goodale, and Sherri Heth, counselor Pat Bradshaw, and administrator Susan Goodale. The team attended in-service sessions, developed an integrated curriculum in math, science and industrial arts for 9th grade students and coordinated a newly developed English course, Professional Writing, with the Coop Vocational Education program offered through the high school business department for 12th grade students.

The team will be doubled in size for next year with emphasis on curriculum integration for students at the sophomore and junior level.

In addition to work within the school curriculum, IVC is working with Illinois Central College for articulation of courses between high school and associate degree programs. Locally the Tech Prep grant is administered through ICC and facilitated in Peoria County by the Peoria Educational Region for Employment and Career Training under the direction of Helene Peterson.

THE NEWS AND VIEWS
OF THE COMMUNITIES
IN AREA, PEORIA COUNTY

Metro/Thursday

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TOP TENS 6

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The PERFECT director

☐ Helene Peterson has inspired much progress in voc/tech education

By SUSAN GOODALE
of the Journal Star

DUNLAP — Many school administrators in Peoria County agree on one thing: Helene Peterson, both by action and title, is the PERFECT systems director of education for employment in Peoria County.

Since taking office, first as interim director in January, 1989, and then as Systems Director for the Peoria Educational Region for Employment and Career Training six months later, Peterson has been a visible advocate for preparing students to enter the workforce.

Under her leadership has come significant advances in growth and service to 10 high schools within the PERFECT cooperative: Brimfield, Dunlap, Elmwood, Chillicothe IVC, Peoria 150, Peoria Heights, and Princeville.

As PERFECT systems director, one of her first jobs was getting vocational teachers together from these schools to agree on common course titles and objectives three years ago.

Considering the differences between a small rural school and a large city school, that in itself was no easy task.

An inspiration

"Yet through her dedication and leadership, she has been the inspiration for tremendous progress in vocational/technical education," says Roger Bergia, superintendent of Peoria Heights Dist. 325. "She has the ability to bring people together as a team."

"When I think of Helene, the first things that come to mind are excellence in education. . . . a driving force, energy charged with intelligence, enthusiasm, charm, and a great sense of humor," says Larry Williams, superintendent of IVC District 321. "It is impossible to dislike her."

Those qualities are what many administrators cite when speaking of Peterson's work to secure funding for schools, bring vocational/technical education to the forefront, integrate it with academic preparation, and build links between schools and the business community.

"We have to make changes," Peterson said. "The workforce has changed in the last decade. Unskilled labor is no longer a commodity we can afford, as a community or as a nation."

In addition to overseeing the distribution of state and federal funds to schools for program development and maintenance, Peterson has expanded her role by working with the local community college to promote planned sequences of courses for students going on to two-and four year technical degrees.

She has pushed for integration of vocational and academic education for students and has been at the forefront to promote the state and federal Tech Prep degree initiative to prepare students for a rapidly changing and highly technological employment arena.

From her regional office at 2000 Pioneer Parkway, she works to raise standards of education across districts, and to avoid duplication of effort for schools in working with the state in program implementation.

On lecture circuit

Peterson has addressed school boards, civic groups, chambers of commerce, and business and industry leaders, has attended state level conferences, and has worked with the media in the promotion of her cause. She also communicates with policymakers beyond the local level to reinforce her belief in career development for young people.

In that context, voc/tech education has come a long way from building bird houses and mastering a manual typewriter keyboard.

"I look at all high school graduates in the same way that I look at my own sons, Tim, 15, and Mike, 13," she says. "I don't know what kind of world they will live in 10 or 20 years from now. But I do know that in order to survive, they will need to integrate academic and technical skills, and bring to their careers computer literacy, critical thinking, teamwork, problem solving, and lifelong learning."

"Helene has a number of strengths as an administrator, says Ed Bradle, director of Vocational Education and Job Training and PERFECT Board of Control representative for District 150. "But her organisation and communication skills have to be at the top."

Charles Crider, assistant superintendent of Dunlap High School, is chairman of the PERFECT Board of Control. He says, "In taking this job, she really had no model to go by or no county vocational center to rally around. She built her own model, and from a state-level perspective, is viewed as one of the best Systems Directors in Illinois."

According to Crider, her strengths include leadership skills and sense of personal and professional responsibility to the communities she serves.

Her background includes working in business in St. Louis and for the state of Minnesota, a stint as part-time assistant to her husband, Dick, who heads the Dunlap State Bank, and her background as a business teacher and vocational director for Princeville High School.

With a masters degree in education, professionally, she holds membership in the Superintendent's Roundtable, Phi Delta Kappa, Illinois Vocational Association, Illinois Council of Local Administrators, Illinois Business Education Association, and Peoria Area Business Teachers.

Helene Peterson, PERFECT Systems Director of education for employment in Peoria County, is flanked by her colleagues Cindy Daffom and Don Castelli, both special population coordinators.

Yet it is her family and her strong religious faith to which she credits much of her enthusiasm.

She says, "I grew up on a farm, learning the value of hard work and a job well done.

"I've never backed away from a challenge, and once I believe in it, I'll give my best," she explains. "But if I do that and still do not see results, I know that it is not my time. Someone higher is in charge."

An active member and past taskforce leader of Salem Lutheran Church, Peterson also has helped direct Cursillo in Peoria.

In her spare time, she enjoys walking, golfing, reading Christian books, traveling, and family activities.

Of her efforts to raise standards and promote voc/tech education, she says, "I feel that we're making a good start, but we have a long way yet to go.

"But the need for skilled workers is becoming apparent, teachers are beginning to enjoy talking and working together, and we are helping to carve some career paths for our students through cooperation with postsecondary schools and the business community.

"Teachers aren't just standing alone in their classrooms anymore.

"And as a society, we are beginning to realise that while half of our high school grads may enter a four-year school, only half of that number will complete a four-year degree.

"As Gov. Jim Edgar recently said, 'We can't let 30 percent of our population carry the load for all of us.'

"For the other 70 percent, vocational/technical education may be not only their ticket to successful employment, but our ticket to survival in a global economy."

IVC High takes lead in development of Tech Prep

☐ Pilot program prepares students for advanced training in technical fields

By SUSAN GOODALE
of the Journal Star

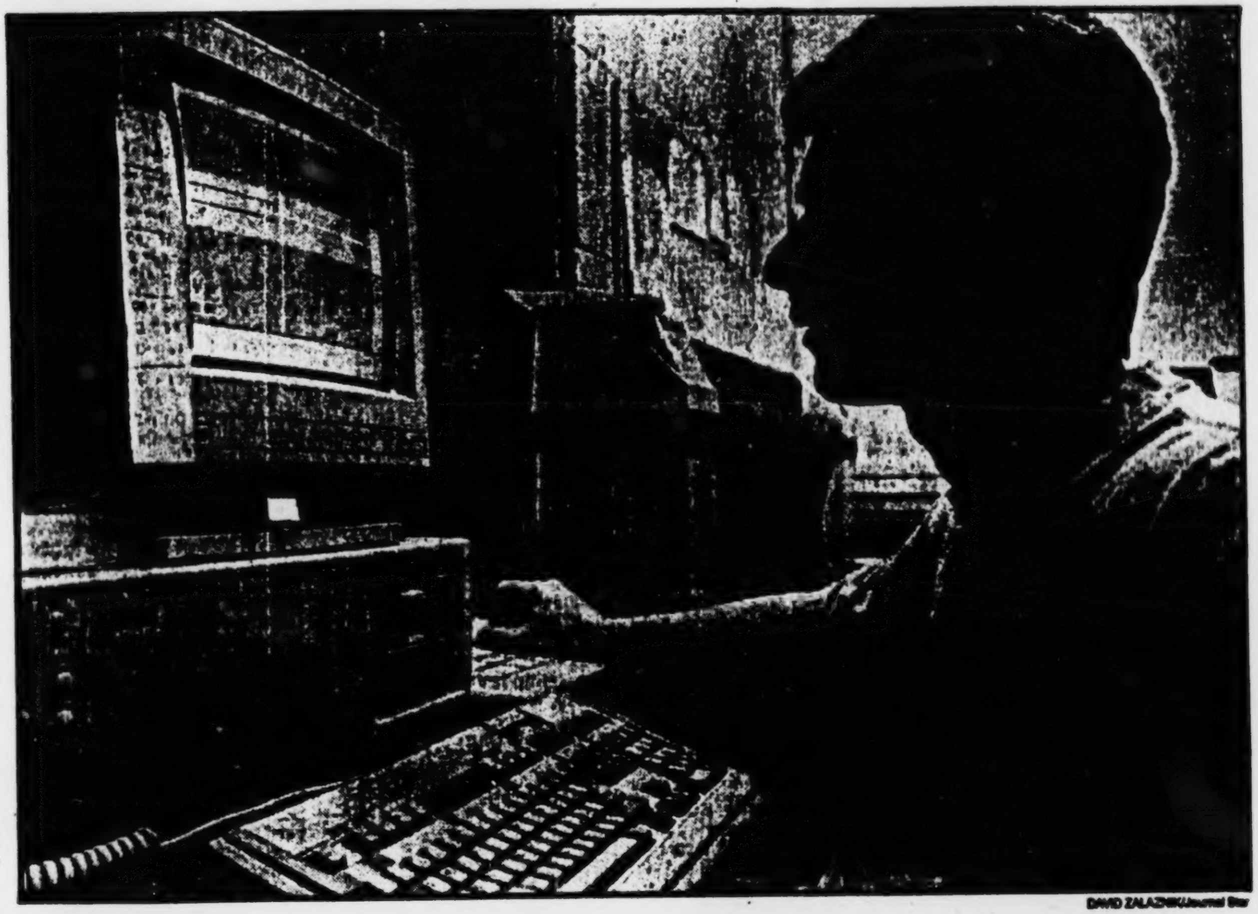
CHILLICOTHE — Illinois Valley Central High School has taken the lead in central Illinois in the development of a Tech Prep curriculum.

According to Steve Garrison, principal, Tech Prep is a state and federal initiative to prepare students for advanced training in changing and competitive technical fields such as manufacturing, information processing, health care, business, and engineering.

As a state pilot site, IVC is one of the first in central Illinois to formally adopt a comprehensive, integrated Tech Prep curriculum next fall.

Faculty and administrators have been asked to share its curriculum at regional Educational for Employment conferences for educators in central and western Illinois, among area schools, at Rock Valley Community College District, and at a state Tech Prep conference in Springfield.

Garrison noted that IVC will offer a sequence of courses in math as well as courses in biology, chemistry, physics, and professional writing to meet needs of Tech Prep students.



DAVID ZALAZNIK/Journal Star

IVC High School junior Erik Anderson uses a computer to lay out an architectural drawing of a house plan in a drafting class. IVC students will be part of a program to prepare students for training in technical fields like health care, business and engineering.

Educational path

Over a three-year period, IVC will develop an educational path for students which integrates college prep courses with a technical education concentration beginning in 9th grade.

Within the past year, state school superintendent Robert Leininger has described this effort as a priority for Illinois.

"If we want our state to be able to participate in a global economy, we must first prepare our students for a lifetime of learning new skills for the workplace. Tech Prep gives students that (competitive) edge," Leininger said.

One part of the curriculum includes encouragement of students in the 25th through 75th percentile on standardized tests to take a sequence of courses to prepare them for advanced study. A greater number of students will be encouraged to take a college preparatory courses.

According to Garrison, "The concept that a high school diploma is sufficient for students entering the workplace is simply no longer valid."

For some, this could be a four-year university, trade or technical school, or military training, but for many others, it may consist of completion of an associate's degree at a community college. From there, students have the option of continuing at a four-year college.

"However, it is important to remember," says one IVC school official," that while half of today's high school students may begin a four-year college degree program, only 50 percent of those will actually complete that degree. That leaves a total of three-fourths of our high school graduates needing some type of technical or advanced training to insure their employability.

"And there are good jobs available for those who have specialized training in technical areas."

Academic and vocational

Through their curriculum development, IVC has included another important component of the Tech Prep emphasis: integration of academic and vocational education.

Teams of teachers in math, science, and industrial arts, and in business and English have worked together to integrate instruction and reinforce academic concepts with hands on application in their courses.

Larry Williams, IVC District superintendent explains, "The Tech Prep approach represents a basic change in educational philosophy in which theory is applied in practical ways, subjects are taught in relation to each other rather than in isolation from one another, and students are given the chance to learn through a variety of teaching styles that encourage cooperative learning, critical thinking and problem solving, and use of math, science, and communication skills across the curriculum.

"We're doing this because we realise we need to produce individuals capable of new challenges in a rapidly changing, global economy. High school must be the first step to a lifelong learning process."

IVC and ICC

IVC is working with ICC to articulate high school and community college courses for Tech Prep students. In many associate degree technical programs, students could then move from an associate's degree to a four-year degree.

A team of six teachers from math, science, English, business, and industrial arts, a counselor, and an administrator have developed the first semester of the IVC Tech Prep curriculum. For the second semester, the team will be doubled.

Next year's freshmen will have the opportunity to take part in the Tech Prep sequence through selected science, algebra and vocational education classes. Meanwhile, the Tech Prep team has integrated instruction at the junior-senior level for students in cooperative work experience and a new course called Professional Writing which will emphasize sound writing skills as applied to technical fields.

According to Helene Peterson, systems director for the Peoria Education Region for Employment and Career Training, the success of the Tech Prep concept in Illinois not only will require the partnership of secondary and post-secondary schools, but also a partnership between schools, business, and industry.

Peterson, who last month spoke to the District 321 Board in May will address the Chillicothe area Chamber of Commerce to share information on Tech Prep.

Parents of students registering for next year's courses can obtain more information by calling 274-5481.

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The Home Shopper March 3, 1992

ELMWOOD C.U.S.D.

#322

MARCH NEWSLETTER

TECH PREP IN ILLINOIS

The Technical Preparation/Associate Degree (Tech Prep) initiative has top leadership support in Illinois. Educational leaders are commitied to state and local Tech Prep initiatives that can improve the quality of secondary and postsecondery education. State Superintendent of Education Robert Leininger explains, "If we want our state to be able to participate in a global economy, we must first prepare our students for a lifetime of learning new skills for the workplace. Tech Prep gives students that edge."

The Illinois State Board of Education (ISBE) is committed to making Tech prep a major part of our reform initiatives. In 1990, the State Board funded 17 local Tech Prep planning projects. Illinois Central College, in conjunction with the Peoria Education for Employment (EFE), Tazewell EFE, and Woodford EFE, is coordinating one of the 17 projects. Local school districts developing Tech Prep programs are Illinois valley Central (I.V.C.), Elmwood, Peoria Heights, Metamora, East Peoria, Deer Creek-Mackinaw, and Illini Bluffs. The local Tech Prep team consists of Judy Stewart, Mike Pryor, Carol Davis, Connie Webster & Bob Pauer. Monthly meetings at I.C.C. discuss content reading, learning styles, cooperative learning, and team building integration.

Tech Prep Defined in Illinois

To provide general understanding about Tech prep in Illinois, the ISBE defines Tech Prep in the following way:

Illinois Tech Prep represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a postsecondary experience leading to an associate of applied science degree. Because Tech Prep prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. Tech Prep prepares students with the skills and competencies necessary to meet employers' performance standards not only for entry-level jobs, but also for career advancement.

Several trends reinforce the importance of carrying out Tech Prep initiatives. Tech Prep is needed in Illinois, and futhermore across the nation, to help address serious problems created by:

- rapid advancements in technology
- global economic competition
- dramatic changes in the workplace
- deficits in workplace basic skills
- high dropout rates from secondary schools

Tech Prep cannot be thought of as a quick fix. For Tech Prep to be successful, it will require committed 50/50 partnerships.

50/50 partnerships

To ensure the success of Tech Prep, the Illinois State Board of Education (ISBE) requires the development of committed 50/50 partnerships between:

- Academic and Technical Educators - to facilitate interdisciplinary cooperation and stimulate academic and technical education curriculum integration.
- Secondary and Postsecondary Educators - to enhance opportunities for students to move smoothly from one level of education to another (e.g., high school to community college or community college to university) without duplication of effort; and to share resources that increase students' overall educational experience.
- Employers and Educators - to clearly communicate and establish performance standards for technical and academic areas to ensure that Tech Prep graduates are ready to contribute productively to the economy.

Students Served

Tech Prep initiatives are of little value if they do not significantly improve the educational experiences of students. Typically, students who participate in Tech Prep are:

- 25th to 75th percentile in academic ability
- comfortable using math and science to solve problems
- capable performers in technical and scientific courses
- aspiring to complete postsecondary education
- attracted to careers in growth occupations

Local programs are also encouraged to establish other criteria for student participation. In all cases, the ISBE encourages local Tech Prep initiatives to provide support services to assist all students to obtain the competencies they need to be successful in admission into and participation in Tech Prep.

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Peoria
Heights
Herald

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Peoria Heights, Illinois
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Number Seven
Friday, February 14, 1992

P. Heights summer school axed by state budget cuts

There will be no summer school program in Peoria Heights District 325 this summer because funding usually provided for it has been eliminated as part of the recent state budget cuts.

The Heights School Board at its regular meeting Tuesday night heard Supt. Roger Bergia report he received notification from the state Board of Education that the application for the summer school, which had previously been approved, now has been voided because of the budget cuts.

"In the past," said Bergia, "we had gotten from the state $4,000 for the remedial program and $2,000 for the gifted students program at Bradley University, but that money has been eliminated, so there will be no summer school for the remedial or gifted students this summer."

The letter to Bergia from the state said the recent state budget cuts deleted more than $12.2 million, or almost 82 per cent, of what otherwise would have been appropriated for summer school programs in the state this year. The $2.7 million that was left, the letter said, had to go to schools for reimbusement claims from their 1991 summer schools, leaving no money for programs this summer.

Bergia told Heights board members that some teachers have mentioned the possibility of

(Cont'd on Page 8)

P. Heights summer school axed by state budget cuts

(Cont'd from Page 1)

maybe presenting a proposal to offer summer classes on a tuition basis. Any such plan would depend on the need, and would require board approval.

In another matter Tuesday night the board heard a presentation on the status of the new "Tech Prep" program being developed at Peoria-Heights High School and six other local districts, including Illinois Valley Central (I.V.C.), Elmwood, Metamora, East Peoria, Dear Creek-Mackinaw, and Illini Bluffs.

The aim is to combine college preparatory coursework with technical and vocational education concentration, with the ultimate goal of better preparing students for specific jobs in an increasingly "high-tech" world of work.

The board heard from Helene Peterson, director of the Peoria Educational Region for Employment and Career Training (PERFECT), which is working with schools to implement Tech Prep, and a 10-minute state prepared video on the program was shown. Three Heights High teachers, Marguerite Admire, John Smith, and Rich Henz, also talked about their roles in developing the program.

Admire noted students in the Tech Prep curriculum could either go directly to jobs from high school, or for a one or two-year junior college degree, or to a four-year college. Also, it's hoped a summer internship program can be worked out with local businesses, so students could get on-the-job experience and earn school credit for it.

Board members all expressed enthusiasm for the program, and the work being done on it by Peterson and the Heights teachers. "In my 20-some years in this district, I think this was the most enlightening presentation of a program I've ever seen brought before this board," said member Gene Merrill.

Heights High Principal Tom Gamboe noted that "We've had kids taking these (vocational-technical) courses in the past, but mostly on their own, and this program hones in on it more to channel the student toward specific skills for a specific occupation."

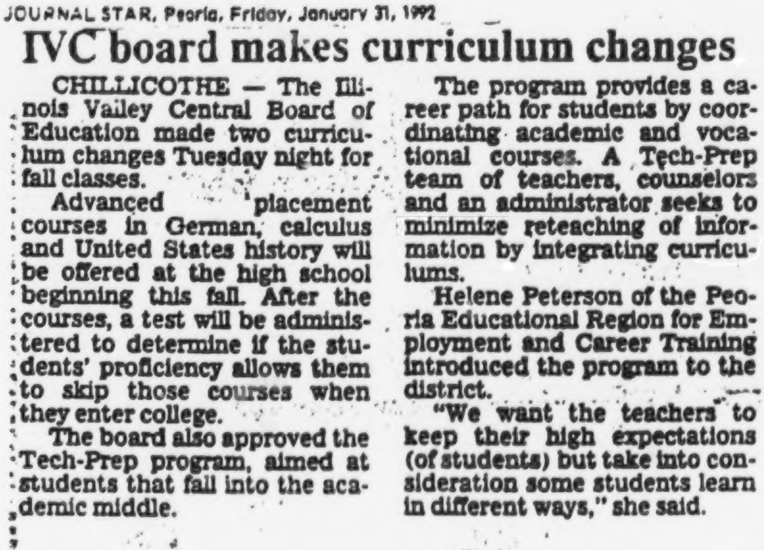
In other business, the board approved the new grade and high school athletic-extracurricular activities codes of conduct policy, and also took a look at a proposed sick leave policy for the school district's administrators. That policy will be up for adoption at the next regular board meeting at 7:30 p.m. Feb.26 at Monroe Avenue School.

The board approved a request of Gamboe to attend the North Central Association's Annual Meeting Mar. 23-24-25 in Chicago, and for Henz to attend the I-I District Key Club Convention in Itasca April 3-5. Henz is advisor to the Key Club at the high school. Gamboe and Henz each will pay half the cost involved in the trips.

Board members congratulated Coach John Smith and his wrestling squad for their showing at the recent Class A regional meet at Illini Bluffs in Glasford, where Fred Barnes won a championship; Corey Gorman, James Puntoni and Chris Webb all took second places; and Greg Raistrick and Paul Keller each won a third place. All six thus qualified for the sectional meet this weekend at Mahomet.

After about a half-hour closed meeting to discuss "collective bargaining matters" and "information regarding appointment, employment, or dismissal of an employee," board members came back into open meeting at 9:26 p.m. but took no action and adjourned without any comments.

* * *



JOURNAL STAR, Peoria, Friday, January 31, 1992

IVC board makes curriculum changes

CHILLICOTHE — The Illinois Valley Central Board of Education made two curriculum changes Tuesday night for fall classes.

Advanced placement courses in German, calculus and United States history will be offered at the high school beginning this fall. After the courses, a test will be administered to determine if the students' proficiency allows them to skip those courses when they enter college.

The board also approved the Tech-Prep program, aimed at students that fall into the academic middle.

The program provides a career path for students by coordinating academic and vocational courses. A Tech-Prep team of teachers, counselors and an administrator seeks to minimize reteaching of information by integrating curriculums.

Helene Peterson of the Peoria Educational Region for Employment and Career Training introduced the program to the district.

"We want the teachers to keep their high expectations (of students) but take into consideration some students learn in different ways," she said.

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The Chillicothe Bulletin

Wednesday, January 15, 1992
1 section, 16 pages
Vol. 109, No.26
Price 50 cents

Tech-Prep aims at 'striped-collar' workers

By **DAVID ZOELLER**
Bulletin Editor

> ***"Workers of the future will be required to be learners all their lives."***
>
> **-Helene Peterson**

Employees in the American workforce of the future will be neither "blue-collar" nor "white-collar," but "striped-collar," Illinois Valley Central District 321 School Board members were told Tuesday night.

And, the curriculum used by schools to better prepare those future workers needs to strike a balance between academic and vocational preparation.

That is the basis for Tech Prep, a program under way in many Illinois school districts including IVC.

The board received an update and overview of the Tech Prep program at its regular meeting Tuesday from Helene Peterson, of the Peoria Educational Region for Employment and Career Training.

The technological changes in America are leaving many workers unprepared for the future, Peterson said.

The ultimate goal of Tech Prep education is "to lead students to gainful employment," said Peterson, and also to a lifetime of learning.

"Workers of the future will be required to be learners all their lives," she said.

Tech Prep is designed to culminate in an associate degree, but can also lead students to take the next step to a four-year degree. It is designed to begin at ninth grade.

"This is not just a new name for Vocational-Technical courses," Peterson said.

The raised expectations and advanced skills Tech Prep help to build will provide a service both to the individual student and society as a whole.

The Tech-Prep team of educators formulating IVC's T-P curriculum for next year also outlined their progress for the board Tuesday.

Next year, the Tech-Prep team will be expanded, according to Susan Goodale, an IVC administrator and team member.

IN OTHER BUSINESS, the board:

•Agreed to continue the ACT exam/preparation course at IVC High School. Steve Garrison, high school principal, recommended the course be continued.

When the first class was held two years ago, a majority of students surveyed after the course said they liked it and would recommend it to their friends. However, last year 25 of the students surveyed said they liked it and would recommend it, and 34 said they did not like it and would not recommend it.

(Continued on page 3)

Tech-Prep

(Continued from page 1)

Garrison noted that last year's class included some 60 students with only one teacher, which might explain the number of students who were not happy with the course.

The basic idea of the course is to help students prepare for the actual taking of the ACT test.

In related information, Garrison informed the board that the composite score of IVC students who took the ACT test last year was 21.8, compared to 20.8 for a state average, and 20.6 for a national average.

•Approved a contract for the district's eight reading aides. Action was delayed until funding, which is provided totally through the state, was approved. Reading aides received an approximate 5.5 to 6 percent raise over last year, according to Supt. Larry Williams, which was in line with the increase given to the district's secretaries earlier.

•Approved a contract for Toni Jo Culbertson as assistant basketball coach at Mossville.

•Approved the expulsion of one student, effective at the end of the day Friday, and probation for two other students, following disciplinary hearings held earlier in closed session.

•Granted permission for Ted Atkins to give a demonstration of Civil War weaponry for a social studies class in the district.

Atkins also asked the board about the possibility of using the IVC gym for a military ball which organizers of a Civil War re-enactment are considering, in conjunction with the upcoming Chillicothe Days celebration in September.

Board members were supportive of the idea, but reluctant to OK use of the gym until more information could be gathered on possible damage to the gym floor surface.

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JOURNAL STAR, Peoria, Saturday, November 9, 1991

College-bound students should take vocational ed: officials

By STEPHANIE VanLANINGHAM
of the Journal Star

METAMORA — High school students here will be encouraged to diversify their academic backgrounds before going on to college., the District 122 School Board learned Thursday.

Superintendent Ken Maurer told the District 122 School Board on Thursday that the district will begin marketing its vocation-technical classes to the college-prep students starting with next year's freshman class.

"Businesses and industry are saying we need to give students vocation-technical training," Maurer said. "We decided we need to do a better job marketing our program to the college prep students."

Students can gain knowledge in computerized control machines, electronics and drafting through the district's vocational program, Maurer said. Even if students don't see immediate needs for the skills, they could learn enough to find jobs as skilled laborers to fund their college education, he said.

"We need to tell students not to put all their eggs in one basket. There are some things (that are) good to know even if students don't end up using them in the workplace," Maurer said.

A brochure and short video will be developed to introduce freshman students to the vocation-technical program during eighth-grade registration, Maurer said.

In other business, one-term board member Ray Knutson was elected board president, succeeding Christie Barrow, who retired from the board after serving 14 years. Board member Bryce Hessing was elected secretary/treasurer/vice-president.

Donna —
This was in the
IVC newsletter to
parents given out at
the end of the 1st
quarter grading period
around Nov 1, 1991

Helene

IVC LOOKS AT TECH PREP

Helene

A high school diploma, once a certain ticket for employment success, is now a stepping stone to the advanced education required for all but minimum wage jobs. Advanced training, be it technical school, community college, or a four year college degree is now the new standard for success. To assist students Tech Prep, a federal and state incentive to integrate vocational and academic education and to give students a strong academic preparation for advanced training at the college level, is coming to many schools.

Emphases of the program include integration of academic and vocational instruction, upgrading of standards for students, and encouragement for students to take a strong sequence of academic courses that will prepare them for training beyond the high school level, whether that training involve technical school, community college, or a four year college degree.

Since research indicates that students come to class with different styles of learning, one focus of Tech Prep will be to use an applied approach to learning with opportunities for hands-on instruction, cooperative learning, and academic skills across the curriculum.

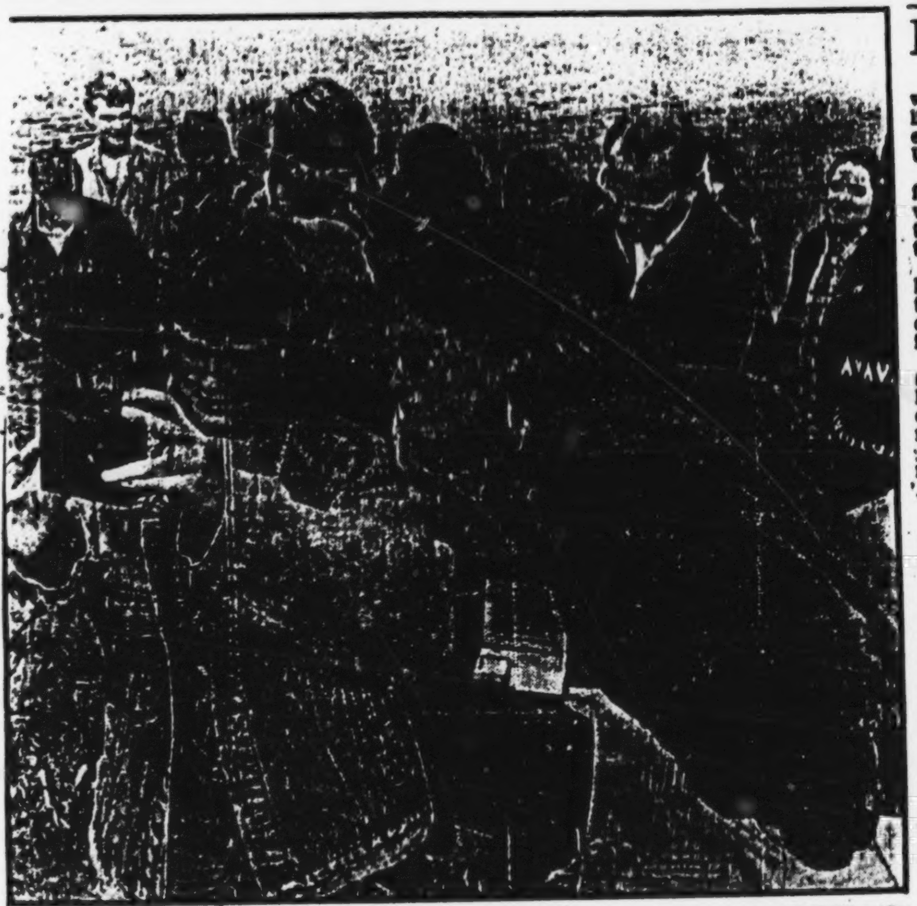
At IVC a team of teachers and support staff have attended monthly Tech Prep meetings since June to learn methods for teaching a Tech Prep curriculum, to develop a sequence of courses for students, and to integrate academic and vocational instruction. Team members are Mike Thomas, science; Bob Prout, math; Sherri Heth, English; Del Goodale, business; Ralph Scott, Steve Watkins, and Joe Binstock, industrial arts, and Pat Bradshaw, counselor.

Information on Tech Prep will be release prior to registration for the 1992-93 school year.

EP high school students studying life on the Illinois

☐ Illinois' Rivers Project uses science, English, social studies to teach river's importance

By ADRIANA COLINDRES
of the Journal Star



DAVID ZALAZNIK/Journal Star

East Peoria Community High School sophomores Roseanne Salter, left, and Lindsay Elam examine test results during a field trip designed to increase students' knowledge of the Illinois River.

EAST PEORIA — Hundreds of East Peoria Community High School students are learning about the importance of the Illinois River — and getting their required dosage of science, English and social studies along the way.

The high school is in its first year as part of the Illinois' Rivers Project, in which about 70 schools statewide study the Illinois or Mississippi rivers in various ways.

"It's really working in some very valuable personal experiences for each and every student," said Bill Beckman, a science teacher at the school.

More than 400 of the roughly 1,360 students enrolled at the high school are part of the project, which has been well-received by students, faculty and administrators, Beckman said.

"There's a kind of zeal or enthusiasm for this because the students also have that," he said.

Keith Hawks, a junior who is studying the river in Beckman's earth science and GeorgeAnn Siwicke's English classes, called the project a good idea.

"I've been living around the river all my life and I've seen it go downhill," he said. "It seems like we're actually doing something" for the river.

Hawks said one of the main things he's learned about is the various types of pollutants in the river.

"It kind of makes me mad," he said. "It makes me want to go out and help do something about it."

In East Peoria, the curriculum for the rivers project involves science, English and social studies classes.

Students in Beckman's science classes conduct tests on the Illinois River, collecting data such as the water's temperature and phosphorus and nitrate content.

The information is transmitted to a data bank at the U.S. Fish and Wildlife Service's environmental management technical center in Wisconsin. Other Midwest schools studying the Illinois, Mississippi, Wabash and Ohio rivers also contribute data, which is then available to various organizations.

East Peoria students in Siwicke's English classes study the river in a different manner. First, they read Mark Twain's "Life on the Mississippi," which describes the period when the author worked as a riverboat pilot.

In the last part of the semester, those students will put together projects to inform people about what they can do to help protect the river.

Students also may see their written work published in "Meanderings," an annual compilation of personal interviews, poetry and scientific, historical and biographical articles related to the Illinois or Mississippi rivers.

Last year's edition, for example, included an interview with a retired ferry operator, an account of factories that used mussel shells from the Illinois River to manufacture pearl buttons and a poem in which a fish laments the polluted condition of its water.

Later in the semester, teacher Dean Woelfle will incorporate the Illinois River and its history into social studies classes.

The interdisciplinary approach to the Illinois' Rivers Project makes it "the ideal program," Siwicke said. "This teaches students about stepping out and applying what they've learned to life. That's what school's supposed to prepare you for."

Project gets people involved

The Illinois' Rivers Project was developed by Robert Williams, a professor of science education at Southern Illinois University-Edwardsville.

"Teachers are really looking for things to do to change the world," Williams said. "Here they can go out and do something real."

The students, too, develop a heightened awareness toward the river, and the project can encourage a sense of activism in them, he said.

Williams cited as an example a Jerseyville student, now at Illinois State University, who has committed herself to the environmental movement.

"My ultimate goal is clean rivers in Illinois, and those kids can help us," Williams said.

Williams will be among the speakers appearing Tuesday and Wednesday at the 1991 Governor's Conference on Management of the Illinois River System. On Tuesday afternoon, he will deliver a presentation on "The Illinois' Rivers Project: Using High School Students to Monitor Illinois Rivers."

The conference will be in the Hotel Pere Marquette in Peoria. Further information about the program is available from the Heartland Water Resources Council at 688-5253 or the Association of Illinois Soil and Water Conservation Districts at 217-529-7788.

— Adriana Colindres

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